

*BAA, National Association of
Student Administrators*
Forty-Sixth

Anniversary Conference

Proceedings

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N A S P A

**(The Association of Deans and Administrators of Student Affairs
founded in 1919.)**

**PARK SHELTON HOTEL
Detroit, Michigan**

APRIL 5-7, 1964

P R O C E E D I N G S

FORTY-SIXTH
ANNIVERSARY CONFERENCE

NASPA
(The Association of Deans and Administrators
of Student Affairs founded in 1919.)

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1963-64

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NOTE: The material in this book is a transcribed account of
the proceedings of the annual meeting. The contents are
reproduced as they were transcribed without the benefit of
editing or rewriting.

STATEMENT OF PRINCIPLES

Name of the Association: NASPA (The Association of Deans and Administrators of Student Affairs founded in 1919.)

Address: Secretary-Treasurer, Dean Carl W. Knox, 157 Administration Building, Urbana, Illinois.

Purpose of the Association: The purpose of the Association is to discuss and study the most effective methods of aiding students in their intellectual, social, moral, and personal development.

"The institutions which are the constituent members of the Association are represented by those who are primarily concerned with the administration of student personnel programs in colleges and universities of the United States and Canada. Recognizing that many specialized abilities contribute to meeting student needs, this Association seeks to provide and stimulate leadership for the effective combination and utilization of all of these resources.

"As the student personnel program is affected by and affects the entire educational endeavor, this Association cooperates with those agencies and associations which represent higher education, government, community resources, and specialized interests in student personnel work."
(Article II of the Constitution)

Brief History of the Association: The Association was founded in 1919 by Dean Thomas Arkle Clark, University of Illinois, and Dean Scott H. Goodnight, University of Wisconsin. The first meeting was held at the University of Wisconsin in 1919, and the second at Illinois in 1920. The original organization adopted the name, The National Association of Deans and Advisers of Men, and this title was continued until the 33rd Anniversary Conference at St. Louis, Missouri, in 1951, when the title was changed to the National Association of Student Personnel Administrators.

From the start the Association adopted the policy of institutional rather than individual memberships and this was formalized in a constitution adopted in 1932.

The Association has a long record of cooperative activities with other associations and has taken the lead in some inter-association activities. It has repeatedly surveyed itself on functions -- in 1925, 1928, 1939, 1940, and 1944. Since 1935, the Association has operated a Placement Service available to member institutions.

The publications of the Association have been the Annual Proceedings which are verbatim reports of all conferences since 1919 and a monthly News Letter from the Secretary to all member institutions. Through the years there have

been special publications of bibliographies, special papers, reports of studies and case-book material drawn from the Harvard Seminars.

The work of the Association is done by the Annual Conference and Executive Committee and various committees and commissions. In 1964 active commissions are devoted to professional relations, professional and legal principles and problems, development and training of student personnel administrators, program and practices evaluation, relationships with the behavioral sciences, student financial aids, student attitudes and values, and the student and social issues. There are numerous ad hoc and permanent committees devoted to special areas of interest. Since 1925, the Association has worked in cooperation with practically every recognized association of higher education, and in 1938 called the initial meeting with eight other groups seeking to coordinate and improve inter-association relationships. An outstanding activity began in 1954, when the Commission on Development and Training in cooperation with the Harvard Graduate School of Business Administration, and with Foundation support, conducted national regional studies at the Business School and regionally with the Business School faculty in 1954, 1955, 1956, and 1957. For the second consecutive year, just prior to the Anniversary Conference NASPA's Commission III is holding a two day training seminar which will have some eighty personnel workers in attendance.

Membership: Memberships in the Association are institutional with the official representative designated by the institution. Four year degree granting educational institutions approved by their regional accrediting bodies are eligible for membership. There were 414 member institutions in 1963, representing institutions in fifty states, Puerto Rico, and Canada.

This brief statement concerning NASPA was prepared by our historian, Dean Fred H. Turner, for publication in the Personnel and Guidance Journal.

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GREEN RIBBON SESSION
Sunday, April 5, 1964

The Green Ribbon session of the 46th Anniversary Conference of the National Association of Student Personnel Administrators, held April 5-8, 1964, at the Park Shelton Hotel, Detroit, Michigan, convened at three-ten o'clock in the Crystal Room, President James C. McLeod, Dean of Students at Northwestern University, presiding.

PRESIDENT McLEOD: Good afternoon, Gentlemen. My name is McLeod. I am Dean of Students at Northwestern University, and for the next few hours still President of NASPA. It is a real pleasure to be here with you, and to welcome you to this fellowship. One wonders what he says when he extends the hand of fellowship, in love and affection or in sympathy and hopes of understanding.

I would like to be, to a degree, a bit biographical. I do not know how you got into this business. I do not know how a lot of people did. I would merely tell you that I went along on a very happy and wonderful experience as a university chaplain. After the war I continued as a university chaplain, and then one day the president of the university said, "Jim, I would like you to be Dean of Students."

Well, it may be that chaplaincy is excellent preparation in some areas to be a Dean of Students. I am not so sure but what you need all of the resiliency in a lot of situations that one must have as a chaplain in order to be a Dean of Students.

In any event, we are delighted to have you here. I hope you will take every opportunity you have to get better acquainted with the members of this (to me) very wonderful fellowship. The transition was not nearly as difficult as I thought it would be, and I think the most heartening experience I had was at the second Annual Conference which I attended, and was asked at the last minute to Chair a panel discussion. The panel discussion was for the benefit of a group of Deans of Men, Deans of Students, Assistants, and so on, who were gathered under no other auspices than the fact that they represented institutions between the sizes of 4,000 and 7,000. They could discuss anything they wanted. In an effort to get the discussion off the floor, the Chairman suggested that it might be interesting to find out how the men in the group became Deans of Students, what avenue, what area of experience did they have previously. How did they get here anyhow?

Of course, as some of you will bear out if you reveal to us how you did, it would be through the teaching experience, through some one of the academic disciplines, and a great variety of other ways. Many of them were tapped

by the president of the institution. Others backed into it. Some accepted jobs that nobody else wanted and so suddenly found themselves vaulted into the position of being a Dean.

To me it was most interesting that the disciplines in which these men had prepared themselves for careers in teaching, in a variety of other ways, were not necessarily completely related to being personnel people on the campus. As a matter of fact it would surprise you, I think, to realize that in that group of some 35, the largest single discipline of preparation was mathematics; not philosophy, not psychology, not sociology, not many of the areas which you might have expected to have been the experience.

I want to say just a few things very briefly.

Maybe some of you are very familiar with Alice in Wonderland, and not so familiar with another little story that Lewis Carroll wrote about a person coming into confrontation with an animated lock, a very ordinary padlock with a pair of thin, spidery legs on which it was scurrying around. The little lock was distracted, nervous, pitiful and so the person said, "And what is the matter with you?" And the little lock wailed, "I'm looking for someone to unlock me."

You know, actually that is what we are all doing. Something that is so challenging and so magnificent and so wonderful, so powerful, that is capable of unlocking us and bringing out the best that is in us -- something which we have and feel convinced we can contribute needs to be released.

Of course, I think if we are going to be in this very challenging area of higher education we need to be released to stand for something greater than we have ever stood for or allowed ourselves to stand for in the past, and remain unlocked.

There are very many factors that have done it for people in the past: An inner conviction, desire to serve, a faith in young people. So we seek, I think honestly, if we come into this kind of work, a desire to be that which we have to be, servants, counselors, friends, with the whole community of the university, achieving that understanding which is sometimes very difficult with the great monolithic masses which sometimes put the squeeze play on us, the administration that is above us, the students that surround us, and the faculty that looks at us.

But if we remember, of course, that we live in a great stream of lives which embody a spirit of unselfish service which began a long time ago (about 2,000 years ago) we will recognize that this necessary service is still our job.

Perhaps this is a good time today, as you come to your first meeting of NASPA -- it may not be the first contact or relationship you have had with similar organizations-- that we recognize that one of our jobs is to do the very best we can to preserve this heritage which is ours. So maybe I would suggest just a couple of things that we ought to do to ourselves and for ourselves, and it would be that we take a look at ourselves, the institutions which we represent, and this over-all fellowship of which you are now becoming a part.

I would hesitate to talk about tests to a group of students, particularly if they were about to face mid terms or finals, because tests are never popular. Yet there are some that we ought to face up to.

One of these tests which we are constantly going to face is best represented to me by an experience I had when I was at Ohio State University and one of the professors of agriculture took me out into the fields and explained to me at one point, as we traveled around, that they had just transplanted about 125 tomato and cabbage plants from the greenhouses into the field, he said, "because we want to be able to preserve 100 of each of them." I said, "Why don't you just transfer 100," which shows how much I know about agriculture. He said, "About 25 percent of them are going to die of exposure."

Well, I think we then recognize that it is climate, heat and light and cold and wind that are the destructive forces that destroy our buildings, our bridges, and all the other things which man may build; and that we bear in mind too that exposure is for us inevitable.

As individuals we are constantly under scrutiny from a great variety of areas on a university campus, and we have to stand up under the glaring light of that scrutiny constantly, and we have to ask ourselves, not with any idea of arrogance or conceit, but in terms of what we really have to represent within this academic community, and ask ourselves rather reflectively, "How do we look?"

We will look just as good as the job we are doing.

I think there is another test too, in addition to exposure, and that is endurance. Believe me, as an oldster in this business, you are going to need it. How are you going to be in the long run?

One of the better writers of the past said that endurance produces character. Character is the accumulated result of a long period investment.

One of our early Negro educators, Booker T. Washington, said, "It is the sum total of all we struggle against."

I think of another quote that seems appropriate, if we talk about endurance, and that is, Arnold Bennett once said that anybody can write a good first chapter. You have seen those who wrote good first chapters, but they forgot to finish out the book. They did not round out the plot. There was no dynamo, there was no climax.

Making a truly significant contribution to the total life of the university becomes one's job, and it is our job as individuals and as groups of individuals in this personnel area.

I think there are times when we have to stand up under another test, and it is the test of comparison, and most of us as youngsters, and as oldsters, are quite likely to compare ourselves sometimes with those with whom, when we are compared, we look pretty good. That does not get us off the ground. We ought to compare ourselves with the best, because if we do not then there is not going to be any gain.

The last area that I think would be worthy of our consideration would be a recognition of the fact that we shall not make very many gains in the total area of student personnel unless we are willing to make some tremendous sacrifices, because we certainly have learned from any other area of life that anything worth gaining is going to cost us. Anything worth possessing is going to cost us. So I think this test of sacrifice is always going to be the final one.

We certainly know from all of the other areas of our life that every work of art that is going to enrich us and our living is made possible because there are people who are willing to give their lifeblood and energy, and devotion and pour it into the art.

Every forward step of science was made because the men in white and all of those associated with them in the various fields of science were willing to pay the cost. One thinks of Robert Louis Stevenson telling his stories and writing those poems that were to delight the millions -- millions yet unborn. He did it while his whole body was wracked with tuberculosis. One of the great tributes to him is that they say he died with a thousand stories in his heart. He was willing to make tremendous sacrifices.

You are going to find, I am sure, that you are going to have to make a tremendous number of them, perhaps more than you have ever known in your lifetime in this area of working with students.

Now I think that this would be an appropriate time to introduce to you one who is a sort of Dean of our Deans' organization -- not sort of, generally is. He follows in

the great tradition of Thomas Arkle Clark and all of those who made possible the fellowship which we are enjoying here. I think one of the most fortunate things that ever happened to me was that I was attending a meeting in New York where I met this gentleman. and on the way back on the train I happened to win a compartment that was warm and he won one that was cold. I am sure that if it had been reversed we might have arrived at the same situation. At any rate this man came in and sat down while they finally got some steam heat into the compartment. His name was Fred Turner. In those two and a half hours, I felt that I sat at the feet of one who has served with distinction, with courage, with great loyalty as the Dean of the University of Illinois. So, gentlemen, I present to you Fred Turner, our Dean of Deans. Fred. (Applause)

DEAN FRED H. TURNER (Historian): President Jim, Leo, Richard, Green Ribbon wearers, and some who are not Green Ribbon wearers: This was a very kind introduction, Jim. I remember that trip. That was the coldest compartment I was ever in, with one exception.

Richard Hulet and I were coming back from New York one time -- I do not know what we had been to -- at any rate we got on a New York Central sleeper and it was cold when we got on. They finally stopped some place short of Albany, along the river there, and hammered on the wheels for awhile and underneath the car. Nothing happened. In Albany they said, "You folks will all have to move. There is no heat in this car, and there won't be any." It was about zero outside. So they moved us all around.

I hesitate to talk history to you people, yet that is what I am going to do. I would like to tell you a bit of a tale. This seems to me to be appropriate. It has nothing to do with the history of the Association, but it does seem to touch on things that so often happen to so many of us.

Last night, Tom Emmet, who is one of our host deans here, had about sixty of us -- the executive committee and representatives of Wayne University and the University of Detroit -- out to a place of his on the river. It is over on the Canadian side. We got up there and we could look down across the river and the sun was setting and it was a perfectly beautiful sight. This was a big crowd that Tom had in his little house. There was much merriment. He had refreshments and a buffet dinner and we had a wonderful time.

We were all standing around and they just announced that the bar was going to close in about five minutes. With all this crowd of people in a small house, and nice and warm in there and the air pretty cool outside, the windows on the river side had all become covered with condensed moisture. Ed Williamson was standing across the room and he suddenly looked up and said, "My god, look at the fog out there."

Somebody walked over with a handkerchief and took a swipe at the pane of glass and here was the beautiful sunset beyond the moisture.

Oftentimes we have a feeling that we are pretty much in a fog, when a simple swipe with a clean handkerchief would clear up that fog. So perhaps that had some significance for the meeting that we are about to come into, because there are a lot of pretty foggy questions that we are coming to in the next few days. I am afraid some of them cannot be solved with a simple swipe of a clean handkerchief.

Now to get to some of this historical material, because basically that is my job, to give you a little background on this Association, and I might say to you that it is an interesting organization. I do not think it is like anything else with which I have ever had a connection. In a way it is sort of a fraternity, but it is more than that, because there is a spirit about it that I do not think you quite find in a fraternity. It is just a little bit different from anything else that I have ever been connected with.

The first meeting I attended was just forty years ago, April 24, 25, and 26, and we met at Ann Arbor. That was the first one I attended, and that was actually the sixth meeting of the Association. I was an Assistant Dean of Men at Illinois at that time. Dean Thomas Arkle Clark was Dean of Students at that time. He said, "I think I will take you over to a meeting at Ann Arbor that is going to be held at the Michigan University."

We attended the meeting for three days. The whole group met in Room 308 of the Michigan Union, and the Michigan Union then had only one building and the women were not permitted in the building. It was a men's building only. There were 29 people present. We sat around one table, and we talked and went to the dining room and ate at one table, and that was that.

I think you might be interested in the things that these 29 men talked about. Each session they had somebody present a paper and then they talked about it, and the record is very good on what happened at that meeting. Incidentally, that is one of the great assets, I think, of our Association, the fact that we do have the complete record of it, from 1919 when it started, right down to today. I think there is no other educational association in the country that compares to this one that has a record which even begins to touch the record that we have. Each year these records become more valuable and more in demand, and if you happen to own a full set of the proceedings of this Association you have something that really has value.

Now let me tell you who the people were who talked at this meeting in 1924, and what they talked about, because

I think you will find -- you will not know the names, but you will be interested in the things they talked about, because some of them we are still talking about.

Dean Scott Goodnight of the University of Wisconsin had a paper on "How can a Dean of Men Serve the University and what are the Principal and Typical Functions of a Dean of Men?" That is familiar.

Dean Clark was the next man. He talked about "How can a Dean of Men Come into Closer Personal Contact with Students in a Large University?" The large university was about 5500 students at that time.

Number three was Dean Francis Bradshaw from North Carolina. He talked on "Personnel Work and Vocational Guidance."

Then came Dean Stanley Coulter of Purdue University, "How Can Students Be Stimulated to Greater and More Intelligent Interest in Problems of the Day?" If that is not a familiar one, what is it?

Then came Dean Nicholson of the University of Minnesota, on the "Relation of Fraternity, General and Professional, to the University."

That was followed by a man named Hubbard from the University of Texas. I believe he just retired as President of Texas College for Women. Anybody here from Texas who can correct me on that statement? Up until a short time ago he was President of Texas Women's College. He talked about "Scholarship Requirements for Fraternities."

Then came Ripley of the University of Arkansas, talking about "Eligibility for Extra Curricular Activities."

Then a man named McClenahan talked on "Student Government -- its Character and Extent in Various Universities." Dean McClenahan was from Princeton. Dean McClenahan was the first man to come out of the east into this midwestern group which had formed the Association.

Finally on Saturday morning of this meeting a man named Reverend O. A. Shudder, representing the Federated Council of Churches, spent some time with the group asking them about the possibility of submitting a questionnaire to the Deans of Men to see if he could find out two things: (1) To what extent was liquor a problem on their campuses, and (2) to what extent were students interested in religious affairs?

Actually those are fairly current topics, because we are still talking about questionnaires and we are still talking about liquor, and we are still talking about

religious participation of students. Those were the subjects that were talked about.

One other thing, I might mention a little on the background of these men. I suppose these names mean very little to some of you, and yet of this group Dean Scott Goodnight -- I do not know. Anyone here from North Carolina? Isn't Francis Bradshaw still alive? I think he is. He was a psychologist. I think he is still alive. Dean Scott Goodnight is still alive, living down in Florida. He is retired. He has been retired about 15 years now.

I wanted to get at the background of these men who had been selected by their institutions to serve in this capacity. Scott Goodnight was a Professor of German, and a very distinguished one. Dean Clark was a Professor of English. Dean Bradshaw was one of the early psychologists. At that time psychology was pretty much still an emerging science. Dean Coulter was a botanist. There is a building at Purdue, Coulter Hall, named for him. I believe Dean Nicholson's discipline was economics. I am not real sure about that. Dean Hubbard of Texas I know; his area was English. Dean Ripley of Arkansas was a physicist. Ripley was the clown of the group, incidentally. There are lots of good stories that could be told about Ripley. Dean McClenahan's background was English; and of course the man from the churches was a theologian.

There was not a professionally trained guidance man in the group. These were professors from accepted disciplines who had been assigned to work in this special field of being Deans of Men.

So much for that meeting, which was the first one I attended, and I can say to you that it was a very interesting affair for a young man. I was the only Assistant Dean of Men there. As a matter of fact, not many of these men had assistant deans.

Jim mentioned that many of us had come into this work by accident. Certainly no one had gotten into it any more by accident than I did, because I had no expectation at all of being in this kind of work. I graduated from the University of Illinois with a major in chemistry, fully expecting to go to medical school. Some of you may remember Arthur Warnock who was for many years the Dean at Penn State. Arthur Warnock had been Assistant Dean of Men at the University of Illinois. He went to Penn State and in 1922 was expected to come back and be Associate Dean of Men at Illinois because Dean Clark wanted to taper off a little bit, and he wanted to take Arthur back and make him Associate Dean. At the last minute Warnock wired and said "They made such an effort to keep me here at Penn State that I'm going to stay. I'm sorry to disappoint you." At that point Dean Clark said to me, "Well, you haven't very much money to go to medical

school this year, why don't you wait one year before you go to medical school?" I would be a clerk in the office there. Since I had been a freshman I had done some work there and knew a little about the office. He said, "Why don't you stay one year and be an assistant to me and then you can decide about going to medical school the next year." Well, it's been a long year. It's lasted a long time. (Laughter) That is the way I got into it, purely by accident. So much for that.

This Association was founded not as an Association at all. In December of 1919 -- and I remember this correspondence because I mailed some of the letters on it -- Dean Clark of Illinois and Dean Goodnight of Wisconsin carried on a little correspondence. This was the first semester after the war, you see, 1918-19. That year was the ending of World War I and the veterans were coming back and they were creating problems, and Scott Goodnight and Dean Clark were real good friends and had been carrying on a correspondence about their various problems, and said, "Why don't we get together and have a little meeting and talk about our mutual problems." They agreed to have the meeting in Madison, Wisconsin on January 24-25, 1919.

The meeting consisted of Goodnight, Rienow of Iowa, Nicholson of Minnesota, a man named L.I. Reed who was out at Iowa State Teachers College, a Professor L. A. Strauss from the University of Michigan, (Professor Strauss -- they had no Dean at that time -- was Chairman of a Committee on Student Affairs) and a Professor M. W. Smallwood from Syracuse, who just happened to be in Madison at the time and found out about it, and they said, "Do you want to come to the meeting?" He was Chairman of the Committee on Student Affairs. That was the first meeting.

Strangely enough, at that meeting they talked about discipline and talked about fraternities, and talked about liquor, and talked about automobiles, which were about to become a problem on the campuses in 1919. (Laughter) So these things do stay around year after year. That meeting was held in 1919.

The second meeting that was held in 1920 was at the University of Illinois and eleven men came to that meeting. The two additional men at that meeting were Stanley Coulter of Purdue and Joe Bursley of the University of Michigan who had just been appointed. I mentioned Coulter was a botanist, and Joe Bursley of course was an engineer. He was a mechanical engineer. He was just out of the army. He had been a colonel in the Engineers during the war, and went back to Michigan as Dean of Students. He was one of the early men who had the title Dean of Students.

The next meetings went along, and I will skip many of them, but just to show you what happened at the meetings,

the third was held at Iowa City, Rienow, in 1921, with 16 men present. The fourth at Kentucky in 1922, with 20 men present. Then I told you about this meeting at Ann Arbor in 1924 and mentioned the fact that at that meeting Dean McClenahan of Princeton was the first man from an eastern institution to join the midwesterners, so we were beginning to spread out around the country.

The first real milestone I think for a meeting was in 1926 when this little crowd of deans held a joint meeting with educational and personnel workers. These were some of the beginning psychologists. One of the men on that program was George Stoddard, who is now in New York, and was one of the early workers in the psychological areas. This was the first meeting of this Association with real national scope and import and high standards, and I think it is noteworthy for the fact that here was an attempt to broaden the whole area just a little bit.

The name, National Association of Deans and Advisers of Men -- I remind you, that is the earlier name of the Association -- was adopted at the eleventh conference in 1929 in Washington, D. C.

The first constitution came along in 1932, when the group met at Los Angeles. A man named Gardner, who was for many years the secretary of this group, and then served as President, said we ought to have a constitution and a name to go along with it. He wrote it and it has been, with minor changes, pretty much the constitution that Don wrote in 1932. Basically that constitution still stands.

The purpose was stated at that time to correlate and study the most effective methods of service in the fields of student welfare.

Am I taking too much time, Jim?

PRESIDENT McLEOD: About three or four minutes.

DEAN TURNER: All right. This name, NADAM, stood until 1951 when the group met in St. Louis and changed the name to the National Association of Student Personnel Administrators. You may wonder why the change. The change was quite simple. So many Deans of Men had become Deans of Students that they were having trouble getting their presidents to let them go to meetings of the National Association of Deans of Men. They said, "You are not the Dean of Men. This is not the meeting for you to go to. You ought to be going to the meeting of the Deans of Students," but there was no association of Deans of Students, so the name was changed.

Steady growth. In 1931 they met in Knoxville, 83 then. Cincinnati in 1941, they had the first group to go to

100. In 1951 in St. Louis there were 222; 1960, in Columbus it went up to 367, and the membership at that time had run up to about 350.

Through the years the Association has carried on many activities of various kinds. Placement service began working in 1935. This man Don Gardner who wrote the constitution was secretary and he started that.

The organization has been very free about self-examination and criticism and has conducted studies of itself, in 1925, '28, '32, '39, '40, '44 and '58. These self-examinations have been pretty important affairs as far as the records go, and have shown that the organization had no objection to examining itself and seeing what it was trying to do, and trying to do something about it if it was not being done right.

I mentioned already that we have the complete record of all of our national meetings, going right back to this 1919 one. The minutes for the first two meetings appear in the 1933 proceedings, because they were lost for a long time, but were found and published in the 1933 proceedings, meeting at Northwestern University.

We have had lots of associations with other disciplines. I will mention these. First, the Vocational Guidance group in 1923. In 1926 we had our first meeting with psychologists. In 1928 mental health first came into the picture, and that has carried on right down to present meetings. In 1925 we began working with the housing people and had some cooperation at that time with the American Institute of Architects. In 1926 the first material in regard to foreign students came into the picture, and I cannot remember which year it was, but we helped found the National Association of Foreign Students. I sat in on that meeting and I might say that the birth of that organization was a pretty difficult one, and lots of fun. Incidentally, that was started over at Ann Arbor too.

We have cooperated with other associations of various kinds through the years, from 1925 on. In 1938 at Cleveland we called the first joint meeting of other associations. I think, if you will look in the back of your program for this meeting, you will find this committee which is listed there, our representation on a cooperating group from other associations. Well the groups that are mentioned there almost duplicate the meetings that we called together in Cleveland in 1938. Scott Goodnight again presided at this meeting and I happened to serve as secretary of that. We had lots of cooperation through the years with the National Inter-Fraternity Conference, with various federal agencies; we have long had associations with the registrars. Since 1926 we have been members of the American Council on Education, and we have been involved with many state and regional

associations of various kinds.

The Harvard Seminars, I suppose, are some of the most important meetings we have ever had; in 1954, '55, '56 and '57, we had seminars for training of administrators at the Harvard Graduate School of Business, and set the pattern for the whole seminar program which Harvard conducts at the Business School for educational administrators.

Since 1952 we have been working with the Commissions, which show up in the back of your program. They have changed through the years but their work has been helpful and it has been very good.

Through the years there have been many good names in the Association that I will not take the time to get to, but when you think of names like Clark, Coulter, Goodnight, Gauss of Princeton, and Lobdell of M.I.T., these men are all gone except Goodnight. These men have been great men and they have been great men in higher education. They have not been just administrators; they have been strong scholars as well.

I think we can say about this Association that it has always (nearly always) met in pleasant places. In fact, people have been critical of us because they say we tend to find the nicest places to meet, and go off and shut the doors and have our meetings. But I think we are getting a little away from that. Not that we are not having a nice place, but we certainly have the door opened wider than we have had it in the past.

We have always had outstanding, timely speakers. We have never had any difficulty in bringing outstanding people before us. We usually have up-to-the-minute programs as far as what is going on. Last year at Evanston the Peace Corps was getting very much into the picture, and we had a lot of stuff on the Peace Corps there. So, whatever is timely, we are in on it. In the war years we were very much involved in that, and in the depression years we had the NSA people with us every meeting for three years in a row. As a matter of fact -- maybe I can take time to tell this, Jim. Aubry Williams was the administrator of the NYA programs for three years and, by gosh, the old boy showed up and for two years in a row he told us the same story. The third year he started in on the same story, and when he got down to the punch line, on signal, somebody gave the signal and we all gave the punch line from the crowd, instead of having him give it to us. (Laughter) That is merely one of those things.

This has always been a friendly and informal group. There is never a week that goes by, and often never a day that goes by that we do not talk long distance with some of our friends around the country.

Somebody calls me and says, "How do you do this?" And I call somebody and ask, "Have you ever encountered this before?" It is this type of relationship that has made this organization what it is, I believe. It is true it is a professional relationship, but at the same time it has been a relationship of good friends and I think those of us who have been in it for a long time have pretty much the feeling that the best friends we have in the world today are the friends we have made through NASPA and NADAM.

Jim, I think that is more than the time I should take. I have probably used more than my share, but I hope that this has given the new members a little insight into the type of organization we have tried to have.

The greatest concern we have today is that we will lose the friendly atmosphere which has always characterized these meetings. In fact, we have had those people who said, "You had better keep it small or you will lose the best thing about it," which is the informality and the friendship. But I think we have reached the place where we cannot keep it small. We have to keep on growing and try to keep the friendly spirit that has characterized it all through the years. Thank you. (Applause)

PRESIDENT McLEOD: Thank you, Fred, that was a commendable job of reviewing the years of history of our organization. I appreciated, as I sat here, realizing how fortunate you men are compared to some of the rest of us who have come into this organization, and most of us have had the benefit and the privilege of being a part of the pre-conference experience in which you have discussed in depth, in many instances, the kinds of things which you will encounter as student personnel administrators under the training school conducted by Don Marsh and his associates -- for this we are grateful, and we appreciate what it must have meant to you.

Some of you might have seen me lean across and look at the insignia on my colleague here. I was not looking for his name. I know that. I am not always sure of the name of the institution, as it most recently appeared in the press.

This is Richard Hulet who is now Dean of Students at Illinois State University at Normal. I thought of it -- is this Normal University, I hope, normal? (Laughter) It is my pleasure at this time to introduce to you someone whom many of you have met, Dick Hulet, who is Chairman of the Placement Services for our Association. Dick.

DEAN RICHARD E. HULET (Committee on Placement): Thank you. President Jim, Past President Fred, and Green Ribbon Wearers, and a few interlopers -- a couple of interlocutors. (Laughter) The confusion about the name of the

institution is not unusual. For 107 years we bore the name Illinois State Normal University, and after that length of time, last January 1, changed the name to Illinois State University at Normal. We are still Old Normal, as far as most people in the midwest are concerned. So there is still considerable confusion.

May I add, from the Placement Committee, a very sincere word of welcome to you Green Ribbon Wearers. We love to have the wonderful new vitality which you bring to the organization. We like to see the bright new faces, and I am quite sincere about this, but it does give me an opportunity to lead into a joke which I heard recently about Mrs. Richard Burton, who awoke one morning, smiled, stretched, and said, "I feel like a new man." (Laughter) We'll try one more time. (Laughter) I awoke one morning feeling quite good. (Laughter) Remember, anything you say will be held against you, Mrs. Burton. (Laughter)

I woke up one morning and felt young and vigorous and I had a good shave, went downstairs, and expressed this to my wife. I said, "I feel ten years younger after that shave." She said, "Why don't you shave at night?" (Laughter)

Seriously, gentlemen, the NASPA Placement Service is a committee function of NASPA. I should have been introduced as the Chairman of the Committee, because the Committee is doing the work, and if you do not believe it, you go down there to the Kirby Room where the Placement Service is being operated, and you will find they are operating in good shape without me there. I will not attempt to read the names of the Committee. They are listed on page 30 of your program. I suggest that you do take a look in the Kirby room to see how things are progressing.

For quite a number of years, as Fred mentioned, Don Gardner carried on the Placement Service. He failed to mention that for many, many years after that he, as Secretary Treasurer of NADAM and later NASPA, was the Placement Officer of the Association. As the duties of this office became sufficiently heavy, he turned the placement function over to a very dear person whom I am sure you will meet very shortly, Arno Nowotny, affectionately known to all of us as "Shorty," the Dean of Student Life at the University of Texas. "Shorty" is still serving on the Placement Committee and we enjoy, of course, his work very, very much. If you come down to the Kirby Room for no other reason, come down to the Kirby Room and meet "Shorty" Nowotny, one of the grand men of NASPA.

At the end of the last annual Conference I was appointed Chairman of the Placement Committee, and since that time I have tried to carry on somewhat in the tradition which preceded me.

We are a service function of a very informal order.

We try to keep a record of those people who are interested in seeking employment. We try to keep a record of those institutions which have vacancies. The main thing we do is make this information available to each of the parties, and if one wishes to contact the other, they may do so. We make no attempt to pick and choose and screen any of the candidates or the openings. We handle this, as I mentioned, quite informally.

It has been, I believe, over a period of years a service and many of us, of course, can look back to "Shorty" or to Fred and say, "They are the ones who got me into the business." Certainly that is true of me. I worked for Fred for 16 years, as a matter of fact, so I owe practically everything, professionally, to Fred Turner.

These details, by the way, the Jesuits can ignore-- the details of how the Placement Service works -- because I presume that your placement is handled in a slightly different way. (Laughter) But seriously, gentlemen, we welcome you -- even Jesuits (laughter); especially those Jesuits who are looking for personnel because they do get some ideas in this way, particularly for lay jobs -- we welcome you to the Kirby Room. The hours of the Placement Service Office being opened are listed in your program. We wish to serve you, and we hope that through the years as you shed the Green Ribbon, we are able to serve you in a variety of ways. I am very happy to have you here, and I am very happy to add my word of welcome to NASPA. Thank you. (Applause)

PRESIDENT McLEOD: Thank you, Dick.

Gentlemen, we have been in session -- if we had started on time it would have been 55 minutes -- for 45 minutes. Having spent the last two days keeping meetings going as best I could, I would like to keep this going. Pretty soon you can go out of here. But before that, I certainly would be remiss if I did not offer any and all of you an opportunity to ask any questions which have come to your minds since you have been here, specifically questions which I am sure can be answered by some of the interlopers who are present. They were affectionately referred to as that because I know at least one past president and a couple of vice presidents, and a president-to-be are in our midst-- several with senior experience in this whole area of student personnel. I am sure that if you have any questions this is a good time to ask them, and do not be hesitant; become part of the fellowship and let us have them.

Any of you have any questions you want to ask at this time, either about the work that you are about to enter or about the Conference? If we cannot answer them, then I do not know where the answers are. Are there any questions you would like to ask?

This matter of the difference in the placement of-fices between Hulet's system and the Jesuits' system makes me think of how worried some of us were last year when we found out that Father Victor Yanitelli, former vice president for student personnel at Fordham University was going to St. Peters. That seemed like an awful long trip to make and haphazard way of appointing people, until we found out it was St. Peters in New Jersey, and not Rome. (Laughter)

Are there any questions you would like to ask?

Do any of the "interlopers" have any words of wisdom to contribute to the group?

Gentlemen, I would conclude our meeting then, and just urge you to make yourselves known. We will do our very best to get to know you. You are conspicuous by your green ribbon. Keep on wearing it. We want to know you. We want you to feel part of this fellowship. I think the transition from being a university chaplain for twelve years, to being a Dean now for twelve years, was made possible by the friendly, genuine quality and character and fellowship of the men who make up this organization. I hope you will find it as rich an experience as the rest of us have.

Thank you very much. (Applause)

... The Green Ribbon Session adjourned at three fifty-five o'clock ...

FIRST GENERAL SESSION

April 5, 1964

The first general session of the 46th Anniversary Conference of the National Association of Student Personnel Administrators convened at eight-forty o'clock, p.m., President James C. McLeod presiding.

PRESIDENT McLEOD: Our invocation this evening will be given by the Reverend Father Patrick H. Ratterman, Dean of Men, Xavier University, Cincinnati, Ohio. Will you please rise.

REVEREND PATRICK H. RATTERMAN (Invocation; Dean of Men, Xavier University): Almighty and eternal God, we, the members of this 46th Anniversary NASPA Conference, stand before Thee, our heads and shoulders bowed, in humble recognition of our human helplessness to fulfill the awful responsibilities that Thou in Thy divine providence has placed upon us.

For into our trust is placed each year the very best youth of our nation. They are ours for a time, to teach the spirit of godly living and of truth, to teach the spirit of citizenship in Thy kingdom upon this earth. It is our responsibility to form the loyalties of these young men and women. Into their young hands we must firmly impress our nation's heritage of freedom and respect for human dignity, our own deep faith that only those who seek above all else Thy holy will only to those will be given the fullness of life, as they learn truly to love one another in this world.

Humbly we ask Thy blessing, eternal Father, that we may fulfill our trust to the young men and women of our nation to their parents, and most of all to Thee that we might guide those entrusted to our care to the attainment of eternal life and love with Thee. Amen.

PRESIDENT McLEOD: It gives me pleasure at this time to present one of our own members, Dean Harold Stewart at Wayne University, who will present (as all of us enjoy doing) his boss. Dean Stewart.

DEAN HAROLD E. STEWART (Dean of Students, Wayne State University): Members of the Association: The man I am called upon to introduce to you this evening is one of those strange beings known as a Hoosier, a native son of the state of Indiana, a state not unknown in our Association.

But the sister state of Illinois must take some responsibility for this man, since after obtaining his A.B. from Wabash College, he pursued graduate work taking his M.A. and his Ph.D. from the University of Illinois.

For more than twenty years this man was a respectable and respected professor of history, and then he fell

from grace and became an administrator. (Laughter) Although he has never said so in my hearing, I have a feeling that there are times when he looks back rather wistfully upon the peaceful, calm, and relatively uncomplicated life as a member of the teaching faculty.

It gives me great pleasure to present my boss, Dr. Winfred A. Harbison, Vice President for Academic Administration at Wayne State University. Dr. Harbison. (Applause)

DR. WINFRED A. HARBISON (Vice President, Wayne State University): It is only on these occasions that I regard Dean Stewart as anything other than a colleague here, so I am not quite sure how to respond to this "boss" situation that he has used.

Mr. Chairman, Father Ratterman, Dr. Wise, and Members of NASPA: I am very glad on behalf of the President, the students and the faculty of Wayne State University to welcome you here to Michigan, to Detroit, and particularly to Wayne State University.

To those of you who have come today from warmer climates and are anticipating a northern climate, may I use a kind of controversial phrase. Up here in Michigan we have spring. It comes with all deliberate speed, southern style. (Laughter)

Really, we are most happy to have all of you here for this occasion, and the implementation of this welcome will be carried out in the next two or three days by Dean Stewart, by Dr. Marsh, and Dr. Knapp, who you know, and by many members of their staff here at Wayne State University.

Here in Detroit, I am very happy that we are giving you a welcome in sort of two installments. I think tomorrow night Father Britt of the University of Detroit will be speaking to you, and I am sure he will bring you the second half of the welcome to Detroit and to the state of Michigan.

In giving you a welcome here, I think if you picked up a newspaper here in Detroit since you arrived, I have to make a sort of reservation. Apparently they have given the attention to two other men who have come here to Detroit. One is Mr. Rockefeller, who is going to be speaking here tomorrow, and I think I know what his interests are here in Detroit. Another one is Ambassador Dobrynin from Russia, who is also speaking at the economic club here tomorrow. So if you got pushed off the front page, I suggest that tomorrow look on page 17 in the third column, or some place there and you will find some notice of your activities here in Detroit.

NASPA, as you call yourselves by initials, is truly a national organization. I took time to look over

your program rather carefully, and I was favorably impressed by the fact that this is truly a national organization, from sea to sea, and from Canada to the Gulf.

This, I think, makes it important for those of us who are interested in what you are doing to get considerable feedback on the deliberations that you have in your general sessions and in your general conferences which you have set up. I trust this feedback is valuable to you when you go back to your institutions.

Those of us in general administration have to be concerned that these conferences feed back into our institutions so we can make progress in the total educational program of any educational institution.

The importance of NASPA I think continues to increase. This is your 46th annual meeting. Forty-six years sometimes seems like a long time to some of you young people. To some of us it does not seem quite so long. Dr. Wise asked me how long I had been here, and I have been here most of those 46 years you are talking about, and therefore they have passed rather rapidly.

I noticed in your introduction to your program you indicated that one of the two grand old men in the establishment of this organization was Dean Tommy Arkle Clark of the University of Illinois. I was doing my graduate work there, as Dean Stewart indicated, not too many years after this organization was started, and I can still remember, as a graduate student, the saying on campus about the effectiveness that Dean Clark had with students. I am not sure that anyone has found a better method to do certain things than he had at that time. This is the way it was told to me, that if a student has a serious problem he goes in to see Tommy Arkle Clark, as they called him down there affectionately, and Tommy takes the boy for a walk around the block, and the conversation in this walk had solved literally hundreds and thousands of problems.

Now I am sure that in the years since that time you people have added, and you people are the professional personnel, and you know the scientific way to approach many of these problems in this field of direct relations with students, and we have developed some new techniques in how we can handle many things of this kind. This increases the over-all effectiveness.

I am not quite sure that you have replaced the need for this man to man, man to woman, whatever it may be, contact, the idea of sitting down to discuss these things in an open and frank way, or to take a walk around the block.

Finally, for some of you who are newcomers to Detroit, I know some of you have been here before -- perhaps

some of you have not been here before -- I would like to make a special brief explanation of what Wayne State University has been, and maybe let you judge then what it is.

This institution has grown, as all universities do in a sense, in direct response to educational needs in this area, and I think it has added to the educational balance, the balance in higher educational opportunities in this region of southeastern Michigan, if we may use that kind of geographical designation. Wayne, therefore, is both relatively old and relatively young.

In 1968 this institution is going to celebrate our centennial. I understand that one of my alma maters, the University of Illinois, is going to have the honor of having you people down there, and they are also going to be celebrate their centennial, and if we are going to be involved in that kind of relationship, maybe I will need to go back as a limping elder statesman to see what goes in Illinois in 1968.

Though we are almost 100 years old, until the last 45 years this institution did not exist as a coherent, cohesive institution. Until 1917 all we had in the way of antecedent segments of this institution was the College of Medicine and the Normal School, as it was called at that time.

In 1900, before there was a Wayne University or a Wayne State University, in this area there were three sizable institutions and a few smaller ones. The University of Michigan, of course, is an old and highly respected and well respected institution. It was in the year 1900. Out here a few miles to the west of us was an institution at that time widely known as Ypsilanti Normal, now Eastern Michigan University.

Down on Jefferson Avenue, near where you are going tomorrow night, was the University of Detroit.

So it was into that pattern of relationships that this institution grew and has grown during the last 45 years.

As you know, during the first quarter of the Twentieth Century, Detroit grew geographically, population-wise and industrially at a phenomenal rate because of the public acceptance or public demand for the automobile. During that time there developed a growing need for a public university, close at home for many students who did not wish to leave home, or for financial reasons could not afford to go away to college. And that was the need that this institution began to meet.

From 1917, when the Detroit Junior College was established, until 1934 when we were fully organized as a university under the title of Wayne University, then we

developed very rapidly. That is a very brief span, as you can see, and during the last thirty years we have been trying to add quality and some quantity also to our stature as a university. We hope we have had some success.

For those of you, again, who are here for the first time, and maybe some of you have been here before but have returned after a few years, you will see tomorrow (if you have not already today) some physical changes which have occurred here.

Until about twenty or twenty-two years ago this institution consisted of Old Main, which was old Central High School, and that was the extent of our campus. Back in the late thirties one of the corny sophomoric expressions used by students was this: "Will you please step off of our campus so I can step on and stand awhile." It was almost that restricted in its physical limitations. Then we began to grow by a series of concentric circles, except they are not circles. You will see around you tomorrow some of this growth process on several hands. One of the most obvious, and maybe one of the most annoying, is the fact that we are now in the process of developing a new mall. What has been Second Avenue out here in front of the McGregor building, to the west of here, for one hundred and some odd years, is to be closed and this is to be the central hub or mall of this university. In the process we are having to develop a new Second Avenue, and this requires some bulldozers and steam shovels and the rest of the paraphernalia which goes with that important undertaking. So you see us in the process of development from that standpoint.

From the standpoint of you people in student personnel administration, there is one building I wish we had here to show you. We are going to have this in the next three or four years, a new student union building. We want this to be a very outstanding building. It will be built facing this new mall, this new Second Avenue that you are going to see out here. This would be a nice kind of a building in which to carry on many of the programs that you are going to be dealing with here in the next two days. This you will have to come back and see at some later time.

So I think as an administrator, as a vice president, as an old history professor who has fallen from grace, as Dean Stuart reminds me -- you know, I like to use that expression; I just don't like to have my colleagues use that expression, (Laughter) when I have been out of teaching for a few years.

But we are proud of our developments here in our physical campus. We are even more proud of the kind of students we have, the kind of graduates we produce, the faculty and staff we have, and the kind of educational programs, both formal and informal, which we present to our students.

We all hope you can come back again to see us here in Detroit, and to see what develops here in Wayne State University, at the University of Detroit, and at some of the smaller institutions here.

In the meantime, we wish you the best for a very meaningful and thoughtful conference here at Wayne State University. Thank you. (Applause)

PRESIDENT McLEOD: Thank you very much, Dr. Harbison, for this sincere welcome to Wayne State. I know that Dean Stewart and his staff have made us all feel that we are most welcome to this relatively new but very distinguished University.

I would now like to take time to present to all of us a group of young men of distinction on their way to very distinguished careers.

Dean Roberts tells me that we have now passed the previously highest enrollment figure for a NASPA Conference, and still I think the most important people here are the ones who will be here much longer than the rest of us. I would like to have all the wearers of the Green Ribbon stand up, will you?

... Applause as the Green Ribbon Wearers arose ...

PRESIDENT McLEOD: If you had any doubts about our growing, you just had evidence that we are.

I think it well that our Conference is beginning tonight with one who is as close to us in his own background and understanding and appreciation of that which we are trying to do as our speaker for this evening.

Dr. Max Wise, a native of Iowa, has had degrees from interesting institutions, which gives him a perspective and understanding of much of American education today: Graceland College, bachelor's degree from Iowa State University, a Master's degree from Columbia, and a doctorate from that same institution. He has been a teacher in high school, an athletic coach, a guidance worker, and Dean of Student Personnel -- we like to bring back our old alumni -- Professor of Depth of Guidance, and Student Personnel Administration in Teachers College, Columbia, and I could go on, but he would be just as embarrassed as the rest of us if I were to recite his complete background. Suffice it to say, he has the tickets to be a speaker this evening.

If we did not know him through any other situation we would know him certainly as the author of "They Came For the Best of All Reasons," and "College Students Today."

I am going to let him name his own baby and present his own subject to you.

It gives me a great deal of pleasure at this time to present to you Dr. W. Max Wise. (Applause)

DR. W. MAX WISE (Associate Director, Danforth Foundation, St. Louis, Missouri): Jim told me a moment ago that he might move down off the platform, and I said he could, though I am not quite sure how to interpret that request.

I was out on the West Coast sometime in the fall at a meeting with the Western Personnel Institute and spoke and apparently aroused some reaction -- so much so that one of your members, in closing the meeting, said, "Max, we are glad to have had you here anyway." (Laughter) So that may explain why Jim wants to flee the platform before I start.

As many of you know, I have recently joined the staff of a Foundation, a fascinating development in America. A number of you have asked me here how I like my work. This I often get asked, and I have not thought of quite how to respond to these questions, until I heard recently about a Tennessee mountaineer who had been back in the hills for sometime, living back in the hills with his family, and he came out to the crossroads and went to the general store. His cronies were all sitting around the stove, and after he had sat down awhile and started to smoke, one of them turned to him and said, "How's your wife?" The old mountaineer sat awhile puffing his pipe, and then said, "Compared to what?" (Laughter)

There are some times in my work when I feel I am in a kind of heaven on earth. I think you will appreciate it when I tell you four conditions that prevail in foundation work. There are no students. (Laughter) There are no alumni. We do not have a football team. (Laughter) And we are not looking for money. (Laughter)

I have entitled my few remarks tonight this way:

ETHICS AND LAW: A CONSIDERATION OF THE
RELATIONSHIPS BETWEEN
STUDENTS AND COLLEGES

I would like to start by saying that I come here tonight more to share a perplexity with you than to propose definitive solutions designed to quell the growing uncertainty which attends the increased demands of college students for freedom, the reactions of colleges to these demands, and the heightened interest of the courts and the public with respect to proper and judicious use of the power of the college in dealing with students. My hope is that my remarks, while they may seem critical to you, will suggest some directions toward which we must move if workable resolutions to these problems are to be developed.

I start with the assertion that, unless American colleges redefine their relationships with students, you and your colleagues will be called upon increasingly by student groups, by interested parties to the questions of justice and fair play, by the courts, and, perhaps, by the general public, to defend your actions in student relations. In this regard I need not chronicle recent events which have alerted thinking persons to the fact that the old order, which defined the student as a ward of the college, is being challenged across the land. It may be only a slight exaggeration to say that if we fail to secure new understandings and new procedures to apply to our relationships with students, those specifically charged with student affairs will find their effectiveness in working with students seriously impaired. We will find ourselves cast as defendants of the old order before student and public opinion. There is, indeed, to my mind, considerable evidence that such is already happening and some of you have responded to this by becoming more cautious and more legalistic, and I submit, less helpful to your students.

We are, I believe, at the point where we recognize that the concept of the college as a "family," in which students were expected to look upon the president as "father" and the faculty as "uncles", is no longer viable. When one thinks of our modern colleges one sees how impossible such a concept is. If the college is not to be "one happy family," what is it to be? What alternative social arrangements are possible?

As a professor of law recently said, "The problem is how an institution built on the concept of family relations can develop a new system of social arrangements appropriate to the pluralism and independence which mark the modern college."

I am aware that your Association has, during the past five years, taken national leadership to explore the meaning of new conditions in which college students are demanding increased civil rights and in which both the courts and the public are putting new pressures on the colleges to assure a higher level of due process and fair play in their relationships with students. This is a discussion of great moment to American higher education and your Association can be proud that it has taken leadership in promoting thoughtful analysis of the problems. Other professional associations have, to their discredit, shown an unwillingness to deal with the situation. You have rightly promoted a good deal of discussion of the legal questions involved in these matters and I have followed with interest the materials you have made available on the topic.

While I recognize that the legal aspects of the relationships of colleges and students are of considerable moment, there is a serious danger, I believe, that in focus-

ing on the legal questions we may ignore what seems to me the prior question of the ethical dimensions of our relationships with our students.

In the long run the legal questions, I submit, will be solved, or at least rendered of less importance, if we can derive a clear and defensible ethical system which guides our work. On the other hand, if we have no clear ethical basis for our work with students the legal questions will continue to plague us, since the hope that legal aspects can be settled in the absence of the compassionate influence of a just ethical atmosphere is, in my opinion, a false hope.

My argument is an old one, long recognized in discussions of social relations. Legal philosophers have recognized that what we call the rule of law consists of at least two types of social principles:

1. There is the positive law, which consists of the codes enacted by legislative bodies, mandated by courts or promulgated by powerful political leaders. Such positive law describes specific acts prohibited or allowed and the punishment which may result if one violates the code. It also describes the rules under which relations between persons are carried on -- contractual relations, etc.

2. There is also the moral law -- resting on principles which supersede the political state and the legal codes -- which claims the loyalty of men because of the assumptions, moral and ethical, which attract and inform the consciences of men.

Walter Lippmann in his book entitled, The Public Philosophy, has used a different term to describe the same point. He said, "...free institutions and democracy were conceived and established by men who adhered to a public philosophy..., the highest laws are those upon which all rational men of good will, when fully informed, will tend to agree." [p. 123, Mentor, 1955]

While the positive law guides the agencies charged with administering justice, the moral law, or if you please, the public philosophy, expresses commitments which appeal to all men. It tempers the letter of the positive law and secures the general assent of all parties to the legal system.

We need to note that the positive law and the moral law, or public philosophy, interact with each other.

It is instructive to note that philosophers of the law and of the common life have often asserted the primacy of the ethical consensus over the positive law. Many note that in the absence of such ethical consensus the positive law becomes a battleground which pits men against men, makes the courts scenes of bitter strife, and prohibits the common

consent so essential if the positive law is to operate. Again to quote Lippmann, "For political ideas acquire operative force when, ... they acquire legitimacy, when they have the title of being right, which binds men's consciences." (p. 138) He argues that the vitality, even the continued existence of a democratic society rests on a defensible and articulated public philosophy.

Let me be clear. I am not arguing that we can substitute moral or ethical law for positive or codified law. Rather I am arguing that to ignore moral or ethical principles, or to fail to establish the public philosophy, makes the positive law unworkable or at least highly inefficient. Thus, as we in the colleges seek an answer to the challenge in our relationships with students and argue the question of whether elements of the positive law -- due process and in loco parentis -- should be changed, we will make a serious mistake to treat this as if it were principally a question of positive law. The experience of legal systems over many generations suggests that unless we can derive a set of ethical principles to which most people agree, our search for modified positive law will be futile.

We are greatly handicapped in exploring the possibility of developing ethical principles appropriate to the relationships between students and colleges because so little attention has been given to this problem. Even within the field of student personnel work, little attention has been given to ethical principles beyond adapting a few elements of the code of ethics of psychologists to guide our procedures in counseling students. It is instructive to note that recent, and very helpful, books which attempt to lay a foundation for student personnel work in colleges and universities have only a few references to the word "ethics" and that those references note that the ethical code adopted by American psychologists may not be entirely appropriate to student personnel work. There is, of course, discussion appropriate to a public philosophy, but this is not explicitly recognized. Thus the profession which you represent has given almost no attention to the question of the ethical principles which should guide our relationships with the students with whom we work.

In summary, then, I believe:

1. The "family" concept no longer applies to the college.
2. In the period when colleges are being challenged to extend due process and civil rights to students we will make a serious mistake if we fail to make ethical principles clear as a background or foundation for whatever changes in the positive law or procedure we develop. If we hope to develop specific codes and laws which will settle the disputes involving students, without having made our

ethical principles clear and having secured wide support for them, we ignore the experience of human society. More specifically, definition of the rights of the college and the rights of the students in the sense of positive law will lead to continued legal battles unless these rest on the basis of agreed ethical principles. The naked use of codified law will make the college the scene of increased litigation.

3. Having given so little attention to making ethical principles explicit, we have failed to arouse the common support we must have if we are to develop an atmosphere of trust in the college.

It can be argued that American corporate business experience is instructive to us. Earlier in this century large businesses often took the position that their relations with their employees consisted of the application of technical legal requirements. The corporation came to be viewed as impersonal, devoid of social conscience, and immoral. Only when business saw that ethical principles ought to serve as guides to employee relations was the damage repaired.

Again it is instructive to note that what were considered proper ethical principles for business in the 19th Century -- that a business had no obligation to an employee injured at work -- became unethical in the 20th Century.

It is a strange phenomenon that the college, which says it is devoted to the reflective life and to high ethical standards, has taken so little time to have made explicit the ethical relationships which it has with its own students, and has devoted so little time to securing understanding and support among its faculty and students for such principles.

What are the possibilities for developing an ethical basis for the relationship to students in colleges? Or what are the possibilities of a public philosophy? What factors, characteristic of colleges and students in this period, suggest the nature of the ethical principles we might propose for the common consent? On what grounds could such ethical principles rest?

An ethical system which defines the relations of students to their colleges must rest on exploration of the fundamental commitments we make to the freedom and integrity of human life, to educational purposes which nurture and develop human potential in an atmosphere of freedom, and to the belief that men and women can share in the responsibility of the quest for meaning in life, whether they are faculty or students. The ethical principles we establish must move from these fundamental convictions to prudential decisions which consider the particularities of the college as a social in-

stitution, set in time and space with certain people associated with it.

Perhaps I can be most helpful if I share with you my tentative thoughts about some matters which might be the basis of such an ethical system. I do not submit these in the form of ethical principles, but rather in the form of comments about matters on which I believe we could secure wide agreement and which could be developed into a set of ethics.

1. In 20th Century America we have accepted pluralism as a way of life: we have rejected any narrow view which sets Jew against Catholic, poor against wealthy, rural against urban. We allow considerable freedom of action and demand few tribal oaths which set men against men. We wish to substitute a personal sense of responsibility for compulsion by force insofar as possible. We believe that most men can be led to develop their consciences as guides for good conduct.

2. In our system of higher education we believe that faculty and students should have free access to ideas, that most are capable of judgments with respect to the worth of arguments, and that most hope to live productive lives of good will. We reject the idea that higher education is indoctrination and, therefore, accord to each member of the faculty and student body the responsibility to consider and weigh a wide range of ideas.

3. We adhere to compassion in human affairs. We have a sense of fair play. We believe men innocent until proven guilty. We abhor the irresponsible accusation. We believe every man has a right to defend himself.

4. We recognize that colleges and universities have been given both broad responsibility and broad authority in their relationships with students so that they may educate without the narrow restraints imposed by laws applicable to other social institutions. Alone among our social institutions colleges enjoy the authority and responsibility accorded the family, which is allowed almost unfettered freedom to rear children. We recognize this arrangement as a moral trust which places requirements on us not placed on ordinary social institutions. As with parents, we recognize that human life is entrusted to us and we take special care to see that our authority is exercised with restraint and concern, even love.

5. We recognize that there is considerable evidence that college students today are capable of mature judgments and that where they fail to make such judgments we have a responsibility for nurturance and compassion. We must neither allow students so little freedom that mistakes are impossible, nor are we justified in shielding them from the consequences of their mistakes as if they were children,

for we know that each man must learn to be responsible for his own life.

6. We recognize that the present college is no longer an isolated social institution in which the lives of students and faculties are circumscribed by the campus. We recognize that the college is one among many influences in the life of the student. Therefore, while it may have been possible at one time to enforce rules of conduct on college students, we recognize that we must now lead the student to mature conduct. Thus, specific rules, since they will be difficult or impossible to enforce, may be less important than intelligent and reasoned discussion which promotes thoughtful consideration by the students and which develops an elevated level of conscience.

7. We recognize that the developments in the social sciences have placed at our disposal certain understandings and techniques which may be used either to intimidate and coerce students or which may be used to inform and develop our work. We recognize that we must use both the ideas and methodologies of the social sciences with considerable restraint, and that we are under an ethical imperative that each student must be free from coercion. Thus we recognize an obligation to use measurement data, not to classify and type students, but to explore unrealized possibilities. While we recognize the truth that in the mass we can predict the future actions of students, we hold to the belief that individuals may act uniquely, even creatively. While we are interested in the ability to predict future actions of individuals, we recognize the logical and philosophical problems involved in such an assumption, for it can lead to a deterministic view of human life.

I am not sure whether these bases for the development of a set of ethics appeal to you. But I am convinced that something like this effort is necessary if we are to adequately meet the challenge imposed on the colleges and universities by the increased interest in civil rights of college students.

If we had acted earlier to consider the adequacy of the ethics of our relationships with students, keeping in mind the new conditions in our colleges and universities, I believe much of the current controversy about the civil rights of students, and about due process, would never have occurred. If we continue to ignore the ethical questions involved in our work and if, as some research shows, we take action with respect to our students with no clear understanding of the restraints which ought to guide us, then I despair of developing any new procedures which will meet the situation.

What I am calling for is your leadership in two respects:

1. You should take initiative to lead your college, students and faculty, to develop some ethical principles appropriate to guide the relations between students and the college. These should draw on the fundamental convictions which we share as free men, as Americans and as participants in the higher learning. You should aim at securing wide consensus to the ethical principles, since this is an essential foundation for a spirit of trust in the college community.

2. Your second responsibility, I believe, is that having developed an ethical basis for your work with students, you should conduct your work in light of these, codifying procedures where necessary.

I close on this optimistic note. I believe it possible to secure the kind of consensus I propose if we trust the reasonable processes of discussion and debate. There is no other way in a free society.

Thank you very much. (Prolonged applause)

PRESIDENT McLEOD: Dr. Wise -- I found it very easy to call him Max, as he referred to me as Jim -- we invited you, sir, for the best of all reasons. We were certain that you had something to say. You have said it well. We are grateful for a provocative and an interesting presentation in which you have revealed empathy, understanding and sympathy.

At this time I should like to call upon Mr. O. D. Roberts, our Conference Chairman, and ask if he will make such announcements as he finds necessary at this time. O.D. By the way, here is a guy who has done a whale of a job with the biggest Conference we have ever had. (Applause)

CONFERENCE CHAIRMAN O. D. ROBERTS (Dean of Men, Purdue University): Thank you, Jim. Remember my error last year in not informing you very clearly as to the beginning time of the Conference. For awhile this afternoon, we were wondering if I had even told you the day. (Laughter) But I am glad to see that the number has grown so rapidly.

... Conference announcements by Conference Chairman Roberts ...

PRESIDENT McLEOD: Are there any announcements from anyone else who would like to make them at this time?

DEAN ROLAND PATZER (Dean of Men, University of Vermont; Chairman, Committee on Fraternity Relations): The Committee on Fraternity Relations is meeting right after this meeting, in the same room they met in earlier this morning.

PRESIDENT McLEOD: All right. You will note on your program that Commission and Committee meetings on call

of the Chairman may convene at this time, or slightly later.

I would point out that the Nominating Committee will meet in the Wayne Room and just in case the elected members of that Committee do not know who they are, better turn to page 26 and check. Blackburn, Emmet, Good, Riggs, Shaffer, Zillman, and such past presidents of the Association as are present.

If there are no other announcements, I have asked the question of our guest speaker tonight whether he would like to field some questions from the audience, but I also recognize that many of you did a considerable amount of traveling today, and some of the rest have been working industriously today on the Conference, and perhaps it would be in order if those who wish to chat informally with Dr. Wise following this meeting would come down here in front, and not make it any tougher on him.

If there are no other announcements, this meeting is adjourned.

... The Conference recessed at nine-thirty o'clock, p.m. ...

SECOND GENERAL SESSION
Monday, April 6, 1964

The Second General Session convened at nine-fifteen o'clock, Dean Glen T. Nygreen, Dean of Students, Hunter College, presiding.

CHAIRMAN NYGREEN: Now, if I might have your attention, please. (Applause) Thank you, Ted. We will start approximately on time, within a half hour of that scheduled on the program. (Laughter)

I have to call to your attention several points.

... Conference announcements ...

CHAIRMAN NYGREEN: Dean Stewart asked me to say that the exhibit in the foyer is from the Pratt Institute in Brooklyn, New York, and he thinks you will find it stimulating to investigate that exhibit while you are on your break.

Is O.D. Roberts in the room? Are there any other announcements to be made this morning before we proceed?

CONFERENCE CHAIRMAN ROBERTS: The tickets.

CHAIRMAN NYGREEN: I am to remind you that tickets for the banquet must be purchased today. Any other announcements?

Well now, my friends, we have in front of us a very rare and stimulating experience. We have with us as the guests of the Conference two distinguished scholars, men whose reputations go far beyond their immediate pre-occupations. They have been asked to address themselves to the question of how the student learns; the question of whether it is our function to manipulate the environment so as to enhance his learning; or whether, in fact, the environment in which the student pursues academic endeavors is in fact a totally meaningful environment, whether in fact it is not but a very small part of the forces that impinge upon him and condition how he learns and functions.

To address themselves to this issue, we have invited Dr. Joseph Grosslight, Professor of Psychology and chairman of the department of psychology at Kent State University, and Dr. Harvey Cox, Assistant Professor of Theology and Culture at Andover-Newton Seminary, at Newton Center.

At this time it is my pleasure to introduce Dr. Joseph Grosslight, a colleague of mine during my years at Kent State University, a distinguished psychologist who is a graduate of UCLA, with his graduate degrees from Yale University.

His principal field is learning theory and behavior. His subjects have been in increasing order of attractiveness, myna birds, students, and trout. (Laughter) He is a stimulating person, known as an outstanding teacher, researcher, and leader of a professional staff.

I take great pride and pleasure in presenting to you Dr. Joseph H. Grosslight. (Applause)

DR. JOSEPH GROSSLIGHT (Kent State University, Kent, Ohio): Dean Nygreen, Gentlemen of NASPA:

One is always and, I think, in all ways, usefully challenged when given an assigned topic. The challenge is, first of all, to ascertain a purpose -- what aims did this organization seek to serve in establishing this particular proposition? The challenge next manifests itself in the involvement and commitment that one owes any topic, particularly if it must represent an either-or, or perhaps mutually separate conditions. Can I approach this dialogue position with a degree of personal involvement that allows for a forceful and mutually profitable experience for all participants? Next, one must face the problem of how to convey ideas and concepts free of one's own professional jargon, a difficult accomplishment in itself!

The concept of the student as a conditioned learner immediately conjures the image of the salivating student. The rejection of this image must be immediate.

Besides consideration of the topic at hand, some preliminary inquiries as to the nature of this group offers additional temptations. The obvious temptation of a faculty member addressing administrative officers, shall be thoroughly inhibited. (Laughter) My inquiries led me to presume that your purposes are to be stimulated, to be exposed to alternative, even alien, possibilities, and perhaps to invite some reasonable measure of rabble-rousing! This certainly strikes an immediately responsive chord -- therefore, I shall approach this task, tinged more than a bit with a rabble-rousing fervor, without, as is the agitator's prerogative, full and adequate defense for all ideas presented.

What ideas are elicited by the premise that the college student is conditioned by his academic environment, that the behavior of the student is dependent upon the academic atmosphere to which he reacts as a learned object, that the university represents a microcosm and the behavior appropriate to it, is not constantly dependent upon contemporary reference to the larger macrocosm of which the university is a part. The concept to be developed, as it was assigned, is that the students' behavior can be conditioned, that is, controlled, determined by the nature of the university environment without necessary reference to later utilization or incorporation of the world beyond the university

setting. It is important to note here that primary reference to the academic environment need not deny the question of transfer of behavior from university training to the broader universe, but rather more of a denial that the broader universe is essential in the conditioning or establishing of the students' behavior.

With emphasis upon the university or academic environment, one can pose the next question. What behavior is to be conditioned or, better yet, learned? Let us recognize that the student comes to the university already equipped with an elaborate repertoire of learned behaviors. The appropriateness of this repertoire will be an important factor in his eventual success, however defined, in the university microcosm. The behavior of the student when first introduced to this new environment, the university, could be accounted for in three general ways: First, it may be innate or inherent to the organism, that is, indigeneous to its nature. This explanation of student behavior in the university world is clearly inappropriate. Second, the behavior may be the product of previous learning and experience.

The similarity of the university environment to the previous learning conditions and the strength of this behavior in comparison with competing behavior can lead to its occurrence in the university setting. The question of appropriateness and effectiveness of previous learning in a new situation certainly could be an issue.

However, there is a third antecedent to behavior, namely, the environment itself. Any learning situation can force or increase the probability of certain behaviors and inhibit or decrease the probabilities of others.

It is this condition of learning, namely, the environmental press, that constitutes the major theme of my remarks. Valuable though it may be, I believe our current interest is not in discussing the conditioning of the academic classroom learning situation, but rather the broader or readiness components of the gross academic environment itself. I suggest these are matters most directly involved with your own responsibilities. Further, these may be the components most easily overlooked and yet the ones which, if appropriately manipulated, have the most definitive effect on what shall indeed constitute the academic environment.

What the student learns, his whole intellectual development, is clearly related to his motivation, which of his actions are met with success, and finally, what events in the university environment serve to pay off or reward his actions. For convenience sake, the learning process is often schematized as a sequential linkage made up of wanting something, attending to something, doing something, and receiving something. The wanting and receiving components of the academic learning situation are those to be attended to for this

concept the academic microcosm. Simply stated, let's not be so concerned with the technology of learning (auto-instructional devices as a case in point) but more with the atmosphere of learning in the academic environment.

Personally, methods of teaching are less important, that is, contribute less to total academic variance, than do the attitudes, motivation and preparation of the student and the motivational role of the teacher in undergraduate instruction. To be concerned with motivation of the student at the university reflects at least two factors. First, he may not come to us with the appropriate motivational system for learning. Secondly, just what function does our academic world intend for these students?

I'm reminded that there are in any culture ideal norms which do not accurately mirror the actual behavior of that culture. Isn't this true as well for our academic cultures? Most members of the academic community would stress the scholarship of the university. But doesn't examination of this academia indicate that the environmental press is fostering and encouraging motivations and behaviors not always consistent with our ideal norm of scholarship? We complain about anti-intellectualism in the broader culture -- we complain about the inadequate preparation afforded by our high schools -- but frankly, as a teacher, I sometimes tire of making certain that scholarship demands do not interfere with non-scholarship motivations established by our academic world.

It has been proposed by Foraker in a very clever, but facetious, manner, that our institutions of higher learning already produce an important by-product, primarily by administrative action, namely, adulthood. To a considerable extent, our colleges and universities are the institutions that administer puberty rites for high status adolescents. The environmental press of our institutions of higher learning often represent the ceremonial initiation of adolescents and the resulting acceptance of them as adult members of the tribe. In short, the student is conditioned by the academic environment for rites of passage rather than scholarship. True, knowledge is transmitted in the rites of passage, but it is a by-product not a primary purpose. The suggestion has been made that the football coach should pass out the diplomas.

With regard to behavioral readiness, and to conditioning the student by the academic environment, I strongly suggest the need for a careful examination of what motivations and goals are being fostered. Have not our extracurricular activities on a campus produced motivations and behaviors at variance with the primary objectives of higher education? To borrow an expression from Roskens and Hansmeier, to what extent are our dormitories and living arrangements on a campus conceived of as "classrooms away from the classroom" rather than a home away from home?

Let me propose that a primary and frequent criterion for the selection of dormitory counselors is one of social value rather than one of scholarship value. True, this is an overstatement, but the frequent report of admitting academic departments is that students selected as dorm counselors are those who have a history of extensive extracurricular activity, which is supposed to reflect the model of the well-rounded, gregarious-type necessary to fill these positions in our dormitories. Certainly high scholarly ability is not uncorrelated with these characteristics too. Often the better scholar simply does not demonstrate these social characteristics -- characteristics which represent our concern with rites of passage. If scholarship is the purpose of our universities, then perhaps it is time to increase our concerns with and alter the models for identification within the academic world.

The question of reinforcers in the conditioning of our students in the academic world is a difficult one. First of all, it is difficult to precisely define the nature of a reward. Yet, if we are to significantly alter the behavior, if we are to elicit and have emitted behavior appropriate to the academic purpose of our universities and colleges, we must interest ourselves with those events that serve this reward function. Must our reinforcers be in terms of the larger world and the future world after graduation? Must our reinforcers be abstractions constantly dependent upon previous learning prior to university experience? After all, what is inherently reinforcing about a high grade? In fact, one of the discouraging events of academic participation is the professor's realization that high grades do not have the intended value. Clearly one of the problems of higher education is that the rewards of education are often perceived of as in the future, dependent upon events to be encountered after graduation. Now it is well known that an organism will learn and continue to perform when reinforcement is substantially delayed only if certain temporal contingencies have been strengthened. Unless the gap between the behavior and the ultimate reinforcer is bridged with a sequence of conditioned or learned reinforcers, other behaviors, often inappropriate for the academic environment, will occur and receive the full force of the reinforcement.

A related example is that all too familiar one of the mother who tells her obstreperous offspring, "Daddy will spank you when he comes home." However, between the time of the crayon on the walls and the administration of the chastisement, the child is an angel. Then the parents wonder why the crayon-ing of the walls continues and the good behavior disappears. This problem of bridging the gap and conditions alone as applied to our universities could occupy many hours of discussion and consideration. I urge you to expand upon this not in terms of the technology of learning but in terms of broad academic atmosphere or environmental press effects.

I believe it is possible to structure our academic environment in such a way that events within the academic structure can acquire appropriate reinforcing value. Consequently the constant dependence upon eventual or future reinforcing events after academic exposure need not be the carrot held before the donkey's nose.

To do this we must more adequately employ the learning techniques of shaping or approximation to the desired behavior. To quote a distinguished psychologist named Skinner, "the gradual shaping up of behavior by reinforcing crude approximations of the final topography instead of waiting for the complete response." Is it not possible that our academic learning conditions could be so structured that the four years of college experience establish a series of approximations or shapings of student behavior to the ultimate goals of knowledge? Would not these lead to transfer from classroom to the later world, rather than college simply being perceived by many as a wayside station on the way to adult status?

The discussion sessions will, I suspect, allow us to elaborate further this construction of the academic environment in terms of shaping and establishment of conditioned reinforcers. For the moment, allow me to suggest two possible suppositions.

Foregoing for the moment any elaborate philosophical discussion of grades, there is a high correlation between grades and attainment of one of our academic goals-- participation in the pursuit of knowledge. Many students come to our universities with some vague but not very well interiorized value of scholarship and knowledge. However, because of previous years of experience and often unfortunate academic values, they are well motivated, having overly learned the reinforcing value of many of the social and extramural functions that make up the academic environment. As teachers, our interest is to have them at least as well motivated for high grades as attending the coming school prom -- to have a superior grade as rewarding as joining some high status fraternity or sorority.

Now most universities do try to preserve the scholarship role by insisting upon a minimum grade point average. In fact, the grade point average is usually a minimum and generally below the all-university average or the average required for graduation. I propose that this smacks of some kind of inconsistency; that it does nothing to establish high scholarship as a conditioned reinforcer. Would it not make more sense to require a higher average than that for graduation or that abstract "all-university" for establishing eligibility for the already learned reward condition of fraternity joining, or for attendance at football games, or dating privileges on weekends? The havoc this would raise on most campuses of my knowledge is immense,

but how is high scholarship at the university to acquire its own reward value if it is not associated with reinforcing stimulus events already existing for most students?

Most professors complain of the lack of transfer from one course to another not only between disciplines but within a discipline. Further, there are complaints that students transfer little from their academic world to their later world after the four formal transition years. I propose that some of this is due to our failure to shape or approximate this transfer behavior. We wait and wait for it to occur in toto so we can reward it. Now some behaviors will require an infinite waiting period.

One characteristic often hoped for after four years of college experience is greater participation and appreciation of the cultural and intellectual events of our world. In fact, with the increased leisure time problem, there is serious concern over appropriate and valued activities. In our academic world we establish cultural programs and somehow hope that by accident or osmosis, the college student will come in contact with these events. Further, as a result of this contact, we hope for some significant behavioral change. My impression is that faculty members planning these events are usually disappointed in the attendance.

Simply making available is not enough; we need to shape and approximate the desired behavior. If we simply wait for this commitment to cultural events in toto, four years of waiting is just a beginning. How about a cultural program of guided approximation aided by a bit of judicious employment of environment press? Freshmen are required to attend three programs of Grade I culture each semester. Grade I culture involves events which already elicit approach responses for most college students -- a series of interesting films, a number of folk-singers, and the like. Now, after Grade I experience the student has learned some approach behavior to cultural events. In fact, they even have some reward value. By continued stages of approximation, students in their senior years may well be actively seeking and attending lectures of "Existentialism" or "Zen Buddhism" and turning out in substantial numbers to hear distinguished poets. There is even a strong possibility that this behavior may persist even after adulthood has been formally bestowed. This concept of shaping of behavior could prove exciting in the establishment of behavior in our academic environment. We will have conditioned our students without necessarily going to the extreme of "Brave New World."

Isn't it possible that emphasis on the supposed open system, in contrast to the closed system of education and the dependence upon the so-called real world of life reflects our own failure -- a failure eventuating from our inability to perceive the academic microcosm as one available for effective manipulation? Should not the academic environ-

ment condition the non-academic rather than the all too frequent vice versa?

I've had fun thinking in this fashion. Further, how often is one just given the opportunity to express opinions? To be sure, there will be many who will dismiss this fun and games as unrealistic or unreasonable. There is one thing I have learned -- mythology is the primary premise of two activities -- fishing and education. (Prolonged applause)

CHAIRMAN NYGREEN: Thank you, Dr. Grosslight. I cannot refrain from commenting in support of the position he has taken to call to your attention some recent studies which established a relationship between school spirit, as defined by attending games, and other college events, and vocationalism. The more directly vocationally oriented the student, the more he participates in these public events; and these studies accumulating lend support to this position.

Now we have the privilege of hearing from Dr. Harvey Cox, a gentleman who is without question one of the most esteemed commentators upon student life and thinking in these critical days.

A graduate of the University of Pennsylvania, with graduate degrees from Yale Divinity School and Harvard University, Dr. Cox has had an extensive set of experiences, including being an adviser and counselor to students through the YMCA, Director of Religious Activities at Oberlin College, Protestant Minister to Youth at Temple University, a period of association with the Division of Evangelism of the Baptist Home Mission Society, and for the last several years as Assistant Professor of Theology and Culture at Andover-Newton.

In his own life he represents the epitome of the involved scholar, for his recent activities include a year of residence in Berlin, residence in West Berlin, and daily occupation in East Berlin, and he has also been at the forefront of some of the major civil rights expressions of our time.

It is with a great deal of pleasure that I present to you Dr. Harvey Cox. (Applause)

DR. HARVEY COX (Andover-Newton Seminary, Newton Center, Massachusetts): Dr. Nygreen, Dr. Grosslight, and Fellow Shepherds of the Microcosm: (Laughter)

I am sure you will agree with me that whether or not he meant it, Dr. Grosslight's students must on occasion salivate some of the ideas he projects. (Laughter)

I would like to start my remarks this morning by showing you a snapshot of a young lady whom I encountered last fall in North Carolina. I met her in a police station

where she was being booked for having participated in a sit-in. In fact, she had thrown her body in front of a police car.

I began to talk to this young lady during the long period in which she had to wait before she was being booked, and I noticed that under her arm she carried a copy of Kafka's "Castle." I thought, here was the image of the very thing we are trying to produce in American higher education, a girl of obvious intelligence, dedication, social responsibility, maturity, poise. So I began to speak with her about her educational background, and found out that after being an "A" and "B" student for three and a half years, she had dropped out of college during the beginning of her last semester of her senior year.

I asked her why she had, and she said the reason was that what she was learning in college did not seem "to be for real." I use her phrase "for real." She had done very well with reference to all the systems of testing that we have devised, but it was not "for real." It did not illuminate her existence as a person now caught up in the passion and pathos of social change.

Furthermore, she said, "After all, it is the American higher educational system which has in part produced the segregated society that I am dedicated to changing." She was saying that as far as she was concerned American higher education was not for real and it did not count. And it is these two points to which I would like to address my remarks this morning, as they impinge on the student as a learner, and I would prefer to say, as a learning subject.

Her remarks reminded me of two earlier chapters in the history of higher education. One was that famous period -- at least famous for those of us who have perused this history -- the 13th century at the University of Paris where a theologian named Siger DeBrabant headed a movement called Latin Averroism. It threw out the immortality of the soul and the creation of the world out of nothing. It was magnificently unorthodox theology. At the same time he managed to hold his position as a theologian by teaching that there was a double truth, that things could be true in rational philosophy which were untrue in theology, and vice versa.

It seemed to me that what this young lady in the North Carolina Police Office was saying to me is that we find ourselves today in precisely the situation in which this rather odd theologian found himself, teaching the students (whether we intend to or not) that there is in fact a double truth; there is a kind of truth which enables you to perform well according to the standards of grading and accomplishment set down by the university and another kind of truth which illuminates and deepens one existence in the

world, and these two truths have very little to do with each other. They are a part, Averroist theorists would say, of two different systems, of two different games, which are only at best tangentially related, one to the other.

What one learns from the classroom is not for real. It reminded me, secondly, of that dismal page in the history of higher education during the 1930's in National Socialist Germany, where we discovered during the Nuremberg trials that the deans of medical schools, some of them educated in American medical schools, had participated in the ghoulish and sadistic experiments on Jewish inmates in concentration camps.

In other words, this was the betrayal of the university's function as the social critique of the society in which it lives, the microcosm affecting and criticizing the macrocosm. It was a betrayal of the university's responsibility to refuse to be regimented and to allow its knowledge to be regimented for ideological purposes. It was education that did not count -- that did not count.

So in this young lady sitting in a police court in North Carolina, I found really a living indictment of some of the assumptions on which higher education today operates, and I would like to suggest that the text for what I would respond to this young lady, and perhaps the text for what she is saying to us as educators, comes from Plato. It sounds like it comes from John Dewey, but it does not. It comes from Plato when he said, "It is the city and not the academy which is the true teacher of man." It is the city and not the academy which is the true teacher of man.

I would like to suggest that the function of the microcosm curriculum is the utilization, at least in part, the critical and selective utilization of the total environment of the student, including the so-called "outside" world which appears to be less and less outside the more one understands it; the utilization of this environment to help students to be learning subjects who take responsibility for the shaping and fashioning of that total environment of which they and the university and everyone else are eventually a part.

Whether we believe it or not, and whether we would like to admit it or not, at the basis of the curriculum of every institution of education there is in fact a theological -- or perhaps one ought to say a philosophical affirmation. Someone has to decide what is the good for man and what is the nature of truth. Although we may not ask ourselves this question very frequently as we devise curricula, every curriculum is to some extent an answer to this question.

All I am suggesting is that perhaps we had better be open, self-critical, and conscious of the way in which

our curricula, and our campus life responds to this question.

I could not agree more with Dr. Grosslight that the environment of the student on the campus includes not only the classroom, it includes the entire environment, including the so-called adult models to which we expose students in dormitories and other places. I would wish to also emphasize that it includes a much larger circle of learning influences of which we should be conscious.

Let me suggest that the good for man -- understood at least from my perspective -- is precisely the encouragement of adulthood; and I would unapologetically defend, one might even say, the production of adults, of responsible, mature adults, as an authentic and defensible objective of higher education. Harold Taylor puts it in these words:

"The university is responsible not only for the education of its students in the achievement of intellectual and imaginative power, but in the achievement of an enlightened view of the responsibilities of educated citizens."

This is education which is "for real" and which counts, which helps students to take the responsibility for the society in which they find themselves -- education for commitment, for maturation. The parables of the Gospel come immediately to mind, the countless parables that Jesus tells of the people who are left to take care of the vineyard when the master departs, and who find themselves with a responsibility for it. Or the picture of maturation that St. Paul paints frequently, "When I became a man I put away childish things," the achieving of manhood and maturity as the assumption of one's responsibility, as a subject to his whole environment.

A teacher of mine, whose name many of you will recognize, Dr. Philip Jacob, who once wrote a book called "Changing Values of American College Students," produced the following list. I might say parenthetically that for me Phil Jacob was precisely the kind of person who did what I am suggesting here today, who provided me a model of a teacher who was involved and deeply responsible in the larger world in which our university was located. He lists seven things that we ought to be encouraging if we are trying to produce adults:

1. Worry about important things.
2. Discord. That may be a hard factor for people to measure who are committed to the minimization of discord on campuses, but he means discord rather than sheepish compliance.
3. Doubt rather than easy belief.
4. Self-discovery, the achievement of identity

and purpose in life.

5. Learning how to share purposes.
6. Assuming responsibility.
7. Humane feeling.

I think in addition to answering the question, "what is the good for man and how can it be achieved," there is the question of what is the nature of truth. This is a philosophical or even a theological question, but I do not think because it is such a question we should avoid talking about it, because an assumption about the meaning of truth does lie at the basis of every system of higher education.

I have been fascinated recently in trying to extricate the one from the other -- two views of truth which have in a kind of interwoven way found their way into the assumptions of American higher education.

One of them I would call the Greek view of truth, relying on the Greek word here, *alethia*, for truth. *Alethia*. This word means quite literally "unveiling." *Lethia* means veil, *alethia* means the taking away of a veil. In other words, truth is something which is already there. It is to be discovered, to be uncovered, to be seen, and the learner has no role in the determination of what truth and meaning are. His role is the uncovering of something which has already been finished.

On the other side there is what might be called the Hebrew view of truth, and here the Hebrew word for it, which we translate truth, is *emet*, it is the word *emet*, perhaps adequately translated, fidelity, or reliability, or even responsibility. God was understood as being true when he did the things that he promised to do. A vine was described as being true when it produced grapes in due season. A friendship was true.

In other words, here was a relational and functional view of truth in which the party involved was not simply discovering something which had already been done, but entering into a relationship which proved to be either true or untrue.

The same contrast can be dramatized by comparing the view of naming, which characterized the Greek and the Hebrew visions of the world. Recall, if you will, that in Plato's vision of the world all of the essences had their names, assigned from eternity by the idea of the God. It was man's job in the universe to discover the essences of things, the ideas. He had no role or no responsibility in producing them, in fashioning them, or in inventing them. His job was to uncover them. Truth was *alethia*.

But in that wonderful myth of the creation of the world, as we find it now in the first book of the Bible, Genesis, you will recall that God makes and names the stars and the world. Then He creates the animals. At this point a very important thing happens, He calls upon man and asks him to name the animals, and the story as it is told by the writer of Genesis, conjures a picture of God leading the kangaroos and the elephants, and the pterodactyls past man, and man assigns to each one a name and the writer goes on to say, "Whatsoever name the man called them, that was the name thereof."

These were not critters which were already assigned a name and a meaning from eternity. They were given a name and a significance, a meaning, as they were drawn into man's world, as they became a part of his projects, of his meanings. God drew man into the creative process and made him a partner in the construction and fashioning of truth.

It is my impression that although our culture in America and in the west is an inheritor of both the Greek and the Hebrew visions of man and of the world, we have just lived through a period in which the Greek vision of truth has almost entirely overwhelmed the Hebrew version of truth, that we need a directive in which we try to help students discover that they are the subjects of the truth that they learn; they have a responsibility for shaping it, for creating it, and not simply for internalizing and ingesting it; and that this is particularly true of the world of the social responsibility and political change. They do not just learn about it. They have something to do with making it, with making what they are learning about.

I think it is too late to wait until students have graduated from college and then teach them that the world of political science, or the world of literature, or the world of chemistry is one that they shape as well as learn something about. This has to happen during their years of formal education, and it happens only by a re-emphasis of Plato's point, that it is the city and not simply the academy which is the true teacher of man.

I think that students learn more than we believe they learn from the way in which the university relates itself to the larger environment. This is a message which comes through even when it is not treated in lectures. Students notice whether the college they attend takes some responsibility for beautifying or improving its immediate geographical area, or whether the university they attend is a slum landlord. They know and the message comes through.

The responsibility which the college itself takes in shaping and fashioning the macrocosm is a part of the learning process. It teaches students something about the responsibility of educated persons for their society.

We are faced now with some very difficult obstacles in achieving this kind of a maturation in students. One of them is the prolonged adolescence which seems to be almost the obsessive goal of many college administrators. High school students arrive in college who have already had cars, dates, sex, money, travel, and find that there is not anything very different about the university they come to. And the whole concept of *in loco parentis* by which we try to perpetuate a sense of adolescent dependency thwarts and chokes the buds of maturity.

The other problem we have is the increasing separation between professional teachers and professional people in the world. It used to be in certain stages of western education that all of us were a little of each.

The medieval school men, for example, were political figures. They were ecclesiastical figures. They played a role in the larger society as well as teaching their students. Only in the Renaissance did the universities themselves become so sterile and so rigid that some of the best humanists had to leave them in order to be creative, and even then much humanist teaching went on outside of the university.

Today we do have poets in residence, we bring in visiting lecturers who are at work in the so-called outside world, but they think of themselves as outsiders, as those who are on foreign territory when they step on to the campus.

Frequently they are invited to the campus by student organizations, and this should tip us off to something. Sometimes, in fact, they are invited as a counterpoise to what the students hear their faculty members saying in the classroom -- to be a kind of an opposition.

Nevertheless, the division is perpetuated. There are those who do and there are those who teach. And the message begins to come through to a young girl with a volume of Kafka under her arm in a North Carolina police station. The message begins to come through that what you learn in the university is not for real and does not really count. It hurts her and it hurts others.

Perhaps one of the reasons why the scientists and artists today are so catastrophically vulnerable to exploitation today in our society is because they have lost touch with the history and the philosophy of their disciplines. Now they can be exploited and used for the production of germ warfare weapons, or for making a continual hash of advertising that we are surrounded with daily, advertising almost completely devoid of artistic standards. They are professionals who have been cut off from the academic discipline.

On the other side, academicians who are cut off from their performance of art in the world tend to feel increasingly inept, timid, cautious, and powerless as they

watch the real world making the decisions that they feel they really know a lot more about.

This then is the social basis for the double theory of truth which emerged first of all in Paris of the 13th century, and now returns to haunt us in our time. The student, you see, is a part of this macrocosm; willy nilly he is a part of it. It intrudes in his life through his family, his friends, his television set, his draft notices, the headlines in his paper.

Our task is, therefore, to make sure that his perception of this larger world of the city is a critical, intellectually balanced, and passionate one. For the good of both the university and the city, the college and the society, the hiatus of the walled university which separates the walled university from the world needs somehow to be broken. And it is not easy to do this in an increasingly differentiated society.

I believe we do have to expose students to models of adulthood during their four years of college. This is not simply a process which is learned informationally. Students internalize the images of people that they encounter, and if they encounter in this world mainly adults who are involved in academic pursuits, they are going through a period of embitterment and cynicism. Therefore, I believe we need to find ways of bringing more non-academicians into the academic setting for longer periods of time, to involve them in the teaching process, so that students are exposed to them, and can begin building ego identities, as the psychologist Erik Erikson at Harvard would call them, based on their relationships to these people.

On the other side, I think it means finding ways in which faculty members can involve themselves in the so-called outside world, along with their students. Now they do it already -- sometimes for very handsome fees -- but they do it behind the backs of their students and administrations. I think we ought to make this a legitimate thing. Let them take their students along when they advise the steel company, or when they work as a consultant in a chemical firm. I took four of my students along last fall when I went to jail, (laughter) and we had an interesting session of our seminar. (Laughter) In cell block 2.

In addition to this (the faculty involving their students in their extra-academic pursuits and bringing non-academicians in), I think the students provide the key link in finding ways to involve the students, not simply in a haphazard participation in the exciting world of social change and power and imagination which lies outside as well as within the university, but doing it in a disciplined and systematic way.

I think the environment of the students should be manipulated. I agree 100 percent here with the previous speaker; it should be manipulated, however, in view of the unmanipulatable world in which it finds itself, in a way which enables students critically to take part in their larger world.

I think of the new service quarter at Kalamazoo College, of the experimental work being done by Antioch College, and now being done by Goddard and Colby. I note also, with appreciation, the practice of many colleges of encouraging students to take a year out to be involved in something outside of the academic atmosphere, as part of their formal educational training.

We live in a time when the most important evidences of health and of social vision, and of idealism, the willingness to sacrifice, the willingness to suffer, are being exhibited by the young. They are no longer the silent and beat generation. They are the spearpoint of social change in our society, these young adults of college age. They want an education which is for real, and they want an education which counts, and I believe that when they have done something about racial injustice in America, something about diffusing the H-bomb, we had better watch out because they may then turn their reforming zeal on us, on the universities and colleges of our country. They will demand an education which is worthy of them, and this is an education which is for real and an education which counts. And I think we ought to be ready to give it to them.

Thank you. (Applause)

CHAIRMAN NYGREEN: And to the men and women of NASPA, this puts forth the real question for our discussion sessions which follow.

Two men, not really very far apart in spirit, have chosen to delineate two different views which bear upon our functions as counselors and administrators in the college and university environment. Can our discussion of these points of view then not only help us further to define our role and function? Certainly! It can also help us broaden our perception of what our duties, obligations and opportunities are to be. So thank you, Joe, and thank you, Harvey.

Dr. Grosslight and Dr. Cox will be visiting these sessions. Let us adjourn now for coffee, and then as promptly as is convenient let us go to the McGregor Conference Center for discussion. Thank you. (Applause)

... The Conference recessed at ten-fifteen o'clock ...

SEMINAR SESSION
Monday, April 6, 1964

The Seminar held in Room B1, McGregor Conference Center, convened at ten-forty-five o'clock, G. Robert Ross, Dean of Students, University of Nebraska, Lincoln, Nebraska, presiding.

CHAIRMAN ROSS: If I could have your attention, please, since we are running behind schedule, we will proceed with our discussion. I think we have very little structure.

You might be interested in knowing that no one up here had the remarks beforehand, so we heard them just as you did. I hope that you found them as exciting and interesting as I did.

I am Bob Ross. Joe Kauffman and Bill Denman are up here. We are sort of like pictures on the wall, because our main function is to provide an atmosphere where you have a chance to discuss with each other and with us some of the questions that came to mind this morning.

I am real hopeful that one or both of the two gentlemen will be in our room shortly. I think at the time they come in we should take an opportunity to give them some feed-back and have an opportunity for further discussion with them.

To kick this off, I have asked Joe Kauffman, whom I have heard talk about some of the issues that seemed to be involved this morning, to put them in a perspective that might stimulate our thought and discussion further. So at this time I will turn it over to Joe, who will make a few comments; then we would appreciate having your thoughts, discussion and comments. Joe.

CONSULTANT JOSEPH F. KAUFFMAN (Consultant, American Council on Education): Bob asked me to do this a moment ago and as he indicated, none of us saw the manuscript in advance.

I personally felt that there were many profound ideas in both presentations. I find it difficult to relate totally to the presentations this morning. I will just take a couple of minutes.

It seemed to me that one could pose a dichotomy on the basis of the two presentations, and that is the university having as its central purpose scholarship, and our role in promoting the values of scholarship; and the second paper believing or professing that its central purpose was in the students' involvement in shaping both the truth or truths of the intellectual experience but the social experiences and

involvement with the world outside the university. I think this is a neat kind of dichotomy for discussion or argument purposes, and I hope we will get into that.

I would just like to say a couple of words about the burden that gets put on us in this situation, in this dichotomy, as Deans of Students, as Student Personnel Administrators.

Where do we stand, if we accept this dichotomy? We inherit, certainly, the frustration of the students, or the expression of the frustration of the students who react with "is this for real?" or "what does it matter?" or "what does it count for?" We are expected to prevent expressions of that frustration from becoming too anti-social, or too publicly known.

We stand in the middle of this, inheriting, really, those who succumb or fall by the wayside, those who perhaps for very moral and truthful and honest reasons rebel against the over-emphasis on the separation of scholarly life, intellectual life from the real world.

We in turn inherit the accusations of faculty of not being seriously committed to the purposes of the institution, namely the scholarly purposes.

I would like to think that most Deans of Students are thoroughly committed to the intellectual purposes of the institution, but the nature of their role, it seems to me, must put them in between these two tensions, these two pressures. I would like to cite just one illustration and then I will quit, and that is to pursue the cause of the second speaker, Reverend Cox, who indicated and demanded his presence in North Carolina, namely, the civil rights question.

I think we are aware of the fact that there is great energy and great movement in this field, that there will be an increasing emphasis on expanding opportunities for not only Negroes but other disadvantaged groups in our society to participate in higher education. Policy decisions will get made in a faculty senate which will speak out in a rounding credo of democracy, and a board of trustees which will remove whatever remaining barriers may exist, and then Deans of Students and Student Personnel Administrators will be told, "Go ahead. Do something." And people in admissions will be told to identify people with talent who can succeed, and financial offices will be told to come forth with financial aid and counselors and placement people and residence hall people, and student union directors, and you will be left with implementing what obviously will be a difficult and tension ridden situation which will call for you, somehow or another, to walk a tight rope between involvement in a real world and the world of scholarship which is on the campus.

This is just one illustration of the burden, I think, that falls on Student Personnel people in higher education. You cannot duck either side, involvement or the scholarly world, and I hope that we can cast some light on it in the discussion, Bob.

CHAIRMAN ROSS: All right, Joe.

I hope we can keep this as informal as possible. It might help, for two reasons, one so that we can get to know each other better, and also to help Leo, if you would identify yourselves as you make comment. Now, after all this, who has a burning desire to comment at this time?

REV. M. B. MARTIN (Dean of Students, St. Louis University): It seems to me if we get involved, as Dr. Cox suggested this morning, we become a political arena, something like the German universities where to start out in politics, you have to start out in the university and get a following there, and then you have it made; or as in South America, I think, which is more typical. In South America they make dictators and overthrow them.

It seems if we get involved to that extent we no longer are educational institutions. We become a political arena and a situation for making kings and dethroning them. I think it is prostituting the whole idea of the American university.

Besides my experience has been that the people who are the political stalwarts on campus are not the leaders later on. The leaders are the people who spend their time in the laboratories and become proficient and become big people, or persons who never got involved in campus activities in school. They have gone through law school, and they are the people who go into politics. They are the people who are important.

In other words, they developed themselves while they were in school and stayed out of the campus politics, but they are ready to take over when they get out of college, and they do. And the person who has spent his time rabble-rousing falls by the wayside. That is my impression.

DEAN ALFRED R. WOLFF (Dean of Student Personnel, University of Bridgeport): I just sort of feel impelled to a differing opinion from what the good Father has said. I think the universities in Germany did not take a commitment and therefore what happened was a tremendous upheaval regarding education, a downgrading, and of course a lot worse than that.

I think actually, if we just work in an intellectual atmosphere away from the world we may have wonderful experiments, but somehow our ideas, our humaneness, our

working with people, the very things that many of us really live for, our moral values sometimes just go and mean nothing. So although I understand what the Father means, I must voice a real disagreement with him.

DEAN CARL MANN (Assistant to the Dean of Men, Rutgers University): I wonder if these things are mutually exclusive? I found myself wondering while I listened to both speakers if we could not learn something here. We all have our own positions on this continuum, and institutions have positions on this continuum of involvement in the world versus the ivory tower. But the commonality noticed here was our total preoccupation, and we should be preoccupied with the matter of the campus, the psychology of learning on the campus, the environmental press making whatever value system the institution believes in here, whether it is involvement in the world, whether it is a private environment such as, say, Goddard believes in, making this effective and being concerned about reinforcers, about student values, student culture, the barriers that exist there, the faculty expectations, our expectations, and the interplay between these factors. Here is another arena you might say that I would think is common to all of this.

DEAN H. DONALD WINBIGLER (Stanford University): Dr. Cox's comments reminded me of a good many that I have heard recently, in which there is apparently some effort to make educational institutions feel very defensive because the entire faculty and board of trustees is not in Mississippi. (Laughter)

I have felt defensive about this. I have wondered whether maybe I ought to be down there in Mississippi and just how I would man the office while I was gone. Some of our faculty members have been down there, and I wondered whether they were better than I in the moral sense, because they were there and I was not.

It seems to me that what these apologists for involvement have failed to spell out is what is the precise role of higher education in social revolution? There has been a lot of discussion about whether higher education is here to preserve society as we know it, or to change it, or some combination of the two. And I think many of the statements that have been made in apology for involvement stop on the brink of trying to define just what our role is.

I see the role of higher education as: (1) being very sure that its own house is in order with respect to the major social issues of the day, such as integration and discrimination. On those affairs within the campus which touch on these major issues, I think it is our obligation to be very sure that the principles and the practices which we follow are those which we can support with really good conscience.

(2) Secondly, encouraging the confrontation of

our students with these issues, encouraging their coming to grips with them, encouraging their taking positions, finding positions, and expressing their own consciences with respect to these issues.

(3) Maintaining, in the interests of liberalism, a position of detachment from direct involvement on the part of the institution itself.

It seems to me that we would be risking fascism if we argued that the institution should take a posture with respect to many of these issues and then, as an institution, conduct a crusade, no matter how much individual members of the university community might be in favor of such a crusade.

Now, surely Dr. Cox was not asking for this, but I think he and many others like him give the impression that they are asking for institutional crusades on many of these issues when that is not really what they want at all.

DEAN WM. E. TRUAX (Dean of Students, East Texas State College): I think you would have a great deal of difficulty getting as many as two crusades because of the poor risk nature of many of the institutions. I think I would agree with the gentleman from Stanford that we have a responsibility to raise these questions with our students, but as for direct involvement, it seems to me you get involved in another problem, and I think it does get us involved in political issues. But sometimes you get one end of the continuum, and in some institutions, by raising the question, this frightens members of the legislature so much that you just cannot raise the questions in some institutions. It seems to me they ought to be raised.

CHAIRMAN ROSS: I would like to throw out this point. It occurs to me that Grosslight, as a psychologist, has a psychological principle that relates to learning, and even if you look at this intellectual sphere that he was dealing with that he did not mention, and this is the principle of psychological involvement, and what is happening on the campus in terms of the way things are structured, the way they are presented, what is presented, and so forth.

I think this is an interesting issue that even ties in, Don, with yours in terms of how many of you have talked to students who were going south, and it occurred to you that they had never taken any position on campus on some real problems that students need to be dealing with there, even in this same area. Why does it have to take on more meaning to go south than deal with them on your own campus?

DEAN TRUAX: Do you have to carry a placard to be involved?

DEAN EUGENE E. ROBINSON (Associate Dean of

Students, Austin College): I would like to follow this up in that you possibly do not have to carry a placard. I approached some students who were involved in picketing down in Dallas on this same idea, and one of them frankly admitted afterwards that if you could accomplish this with picketing, would you really be willing to do this? The feeling was kind of, well, they really wanted the notoriety of being able to go down and picket. This was part of the whole affair.

I think even if we could get a decision for an institution to arrive at where they want to be on this continuum -- either the intellectual thrust or the total involvement thrust -- I think you can still use the learning theory and the learning involvement to bring this about.

This is one area where in student personnel we need to become more familiar with how do these people really learn to engage in this, and then begin to structure the environment to bring this along. I think you can fit this into the thrust of the institution also.

CONSULTANT KAUFFMAN: I just wanted to involve Dr. Grosslight in our discussion, if I may. During the coffee break I had occasion to ask him a question about his agreement or disagreement with the dichotomy that gets posed by the two speakers. I would like to ask him to expand a bit on one response he gave to me about his not disagreeing with the feelings of concern about issues, but his concern with the quality of participation that a student can make, or a contribution that the student can make to the solution of these problems, if he does not first become a student and learn. I wonder if you would comment on that?

DR. GROSSLIGHT: I think the thing that I am being asked -- I will take it out of context for a moment and give it to you a different way. I teach big classes when I teach, and sometimes there is criticism of big classes because the statement is, how do you get any discussion or participation? My answer, the first one, is always, the student has to know something before we can really participate. So on some of the initial courses what we are doing is giving him something to work with so that at a later time he can participate.

My concern, in terms of the question we were discussing earlier, is that you can call for social participation, but being in a picket line I guess is a common example now as one kind of participation, but is it the kind of participation that we are really trying to strive for?

I think the universities can help prepare the student for a kind of participation in society, but it takes some formal training. I do not think we really have to necessarily get them the experience of being in a race riot to understand the importance of racial relations, for example.

So maybe the university is giving them the appropriate behaviors so that at a later time they can operate as intelligent members of society. We have given them the appropriate responses. I suppose this is the way I would respond to that particular question.

CHAIRMAN ROSS: Are you putting this in rational versus the emotional terms?

DR. GROSSLIGHT: No, sir. As a psychologist I do not know what you are talking about, see. (Laughter) I am not being facetious about it. I do not think it is emotional. I watched students on campus, and particularly at the one I am at now they are having a kind of fuss over some things, and I have the feeling that there is a lot of license without the responsibility and the preparation that goes with what we mean by freedom here. This is what is beginning to bother me. Are we preparing students in the classroom to make the appropriate perceptions of the world about them, and then to know what are the ranges of behavior they can engage in?

DEAN BURNS B. CROOKSTON (Dean of Students, Colorado State University): What about practice in experimentation?

DR. GROSSLIGHT: You mean set up small miniature--

DEAN CROOKSTON: You suggested that picketing was not the only way in which people could learn how to express themselves on issues of the day. What other ways are there, and in what ways can it happen on a campus?

DR. GROSSLIGHT: I suspect that you may be asking me a question that is beyond my knowledge of a university, to be perfectly honest.

MR. PETER A. LEKISCH (Graduate Student, Cornell University): Recently Cornell University Student Government gave \$1,000 to a county in the south to promote voting training. A lot of people on campus felt that they had not been represented properly and called for a referendum. The referendum failed, and the money is still going to go to this county in the south. But in the process, I think a great deal of learning took place, democratic learning, and also a contribution I think to society. This is a way that a student government and also a student body, I think, could participate in a social experience such as this.

DEAN ARNO J. HAACK (Dean of Students, Washington University): I would reduce part of what we are talking about here to a rather simple assumption. I find myself looking for a meaningful involvement, to put a dangerous over-simplification on this. This can come in a number of ways. There are some of our students who are involved in

that sense with the academic material, and I wish this were a majority, but I do not believe this is. This is a thirst for knowledge and a coming awake, a coming alive. When that happens I am not too concerned about the kid. I go along with Father Martin. He will take care of himself.

Another group of our people over the years have become meaningfully involved in our normal patterns of campus life and activity, where at least they get a fair group identification, a meaning of social needs, which for many of them is a very real need. A small group have become meaningfully involved in social issues. This is a minority, I think, on most campuses.

I will accept any one of these involvements. I am not in a position to say one is more valuable than the other, provided we are exposing them in the total education process to the range of issues that they should ultimately need to view and become involved with.

What worries me nowadays is that in spite of our academic pressure, I do not think our level of meaningful involvement with the purely academic material is increasing as rapidly as we might wish it to be. I am very sure that the involvement in normal, an old term campus stereotype -- the normal involvement in campus activities is dropping off. It is dropping off dazzlingly. We are beating it over the head, "This is wasting time," and all of that from the academic viewpoint.

In the third area of social experimentation, the percentage of involvement I do not think is vastly increasing, in spite of all the dramatic issues we have right now. What I see happening is a growing detachment. This is the group that is playing around with sex, and playing around with drugs and wearing beards, and affecting the beatnik phase, which I think is a protestation against involvement, in a sense, or seeking involvement in another area. From where I sit this does not appear to me to be too meaningful for them. I am not sure that I would have wisdom enough to say how I would like to have the involvement happen. I do not like it in this last area that we have a lot of right now. I would settle for involvement in any one of the three levels, without attempting to set up a hierarchy of values to say one is more important than the other.

REV. MARTIN: I would like to agree with Arno. I am a man of peace and quiet. (Laughter)

Last year we were asked by some colored people, students, to set up a chapter of CORE on campus. I was not very enthusiastic about that, so I suggested to them, "Look, you are getting along pretty well on campus. Nobody is discriminating against you, and nobody cares whether you are black or white or yellow or pink, or anything. Why not leave

it that way. If you start agitating on campus, pretty soon everybody is going to be sore at you, and they are going to want to throw you out." They could see that. "Why not, instead of starting a crusade, why not work this rationally. There are discriminating things around the territory here, so why not get some other white people too to help you on this," and they did. They set up something of an organization. We have barber shops and we have eating places, and a couple of other places around the territory that were a thorn in the side of the colored people. We got them desegregated, and everything is going along very nicely.

We have no crusade to the south. Maybe that is bad. We did not have a picket line at Jefferson Bank where there has been a lot of rather violent stuff going on in St. Louis, and I think we accomplished more right around the territory than if we had established the chapter of CORE.

Another example. A year ago we had the coach hanged in effigy after the second game of the season, at the third quarter of the second game of the season. (Laughter) There was a big hubbub, and the coach was about -- well, he happened to be at Kansas State at the time playing the game.

We got hold of some of the leaders of this demonstration, before the game was over. Finally we got them to sit about and talk about this thing rationally. Well, before the game was over the riot was over too. But everything went along pretty well. In fact, I think we came out number two in the conference last year, and also got into a post-season tournament.

But I think this involvement, irrational involvement, without sitting down and doing things halfway sanely, I think it can be a detriment. It may be an experience, but it is not a very constructive experience for the school or for the students, or for society. I think if we can get people to be a little more rational and take the more effective means rather than the more explosive means, we are better all around.

CHAIRMAN ROSS: Before Dr. Grosslight leaves, does anyone want to direct a specific question to him?

DEAN WILLIAM F. DENMAN (Dean of Students, Elmhurst College): I would like to, if I may. Dr. Grosslight, would I interpret you correctly as feeling, although you threw out an opinion earlier, that you felt involvement had to be meaningful in terms of the educational setup for the student in the campus; in other words, external things can sometimes be pretty superficial, you felt. You would not necessarily, reflecting on your earlier remarks, feel that learning in the macrocosm, impinging on the microcosm, could not be made meaningful from an environmental press or learning standpoint, would you?

Aren't you saying, so often what happens is that this becomes fairly superficial and in terms of learning, in terms of the variables of learning, motivation and the learning barrier and reinforcement, that it does not become applicable?

Am I misinterpreting you here? What is your position on this?

DR. GROSSLIGHT: I do not think you are misinterpreting me. My position is a very difficult one. I had to take one for the sake of the role assigned me.

DEAN DENMAN: Right. I was just wondering, before you left if you would go into that.

DR. GROSSLIGHT: I think I really believe that there is too much emphasis on the later world, and really not enough on the academic world. The more I think about it, the more I am kind of convinced that the position I took is the one I really want to take. I was not sure when I started. This shows up in our classes, for example. Students will ask you questions about, well, how is this going to help me earn a living, or how is this going to be useful later.

So the emphasis is always further directed, rather than currently directed, and I find this bothersome in one respect. I also would have taken a kind of interesting exception, although it would be a hard one to defend.

Cox, you know, was proposing that what we ought to do is bring in more outside people. And this is based on a kind of dichotomy that I hope is rapidly dying in our universities. If it is not, it should be, that there are outside people and inside people, and that somehow the college professor fits a particular stereotype not in contact with the external world.

I am a little concerned sometimes with "outside" people in this respect: They come in and they try to draw an artificial distinction between the college professor and his classroom and what is happening in the real world. A banker friend of mine in town will come and, "Boy, some of those professors of economics ought to get down here into the real world and see how economics works."

I also think that some of the people who come in from the outside world mouth very nicely what Galbraith calls the conventional wisdom, and this tends to perpetuate a way of organizing the world for the student when he goes out.

I am just one of these persons who believes that it is time for the universities to have a greater impact, and I meant it vice versa, this way, rather than the university always having to follow the rest of the picture.

DEAN DENMAN: But if we left techniques here (we were talking about bringing in people from outside), would it be inevitable necessarily from your point of view that by the macrocosm impinging on the microcosm that you are going to lose the environmental press that you are talking about? Or could this possibly work theoretically?

DR. GROSSLIGHT: I think the distinction is an artificial one. It is an artificial one obviously. You can make real use of it.

DEAN DENMAN: Yes.

CHAIRMAN ROSS: Did someone in the back have a question?

DEAN TURNER: Ross, I wanted to ask if Dr. Grosslight would -- he started to and then did not go ahead. I wonder if he would -- I wonder how he would feel about commenting about his reaction to Dr. Cox? It seems to me there was a little divergence on the point of view. I think I got what he was talking about; I am not sure yet. Perhaps you got it better than I did.

DR. GROSSLIGHT: I do not know if I can really adequately answer. I think Dr. Cox was trying to drive at, as I gathered it, he felt that there was a failure of current education in one respect, that we could not deal with what he called (in some notes I received from him just the other day) the closed system.

I am not aware of this distinction. I guess Harold Anderson of Michigan State has been proposing a distinction between the closed system and the open system of education. I have a hunch -- and I am a little concerned if I interpreted him correctly, but I suspect that I did not -- that you somehow always have to make education useful; that he was arguing that we had better prepare, that this girl that he saw in North Carolina had become disenchanted with our education because it was kind of pursuit for knowledge, it was kind of an abstract, we were kind of isolated from the real world, and somehow I felt he was indicting our higher education in the sense that in our academic environment we were not preparing our people to adequately participate in the real world.

Now I would disagree with him, I think. I think I would disagree with him, but I also think that we can make our education more effective for transfer to the real world than we have been, without always saying, "Well, wait until you get out four years from now."

Does that help, or is that just a lot of words now I have strung together? Sometimes I can do that.

CHAIRMAN ROSS: I have one question, Dr. Grosslight, in terms of your example you use, or illustration of your teaching large classes. Maybe it is not a question as much of usefulness, as to what is meaningful. How do you involve, and how do you make this meaningful for this large class?

To me this has the same kind of implication for the intellectual development of the student as for some things that Cox has raised. In other words, do you start with the anticipation that they are involved, that what you are going to do with them is meaningful, or is there something that is developed here in terms of --

DR. GROSSLIGHT: I will answer your question in this way. Probably it will not satisfy you. This is off on education now, if you like.

I think one of the primary roles of an undergraduate teacher is to enhance or establish motivation. I think this is the problem we face in education, to be perfectly honest. We should not have to do this, but this is the way, as I see it, that is the way the thing is structured.

So part of my problem in a big class is to somehow build motivation, keep them interested, and do it with enthusiasm, if you like. And hope then, if I have them enrolled with me, that by chance they are going to pick up the information that I am trying to convey.

Maybe that does not answer your question, but in a way I think this question of motivation for education is one of the really critical issues for instructors today.

CHAIRMAN ROSS: It seems like that same degree of involvement with you, and with the courses directly related to what Cox is talking about in terms of a person being involved.

DR. GROSSLIGHT: Yes, but I do not feel the need to go out and tell them what psychologists are doing in industry, and what they will be able to do with the knowledge I am going to give them, and how they will be able to earn a living with it. As a matter of fact, I very thoroughly avoid this all the way through. I want them to want knowledge for knowledge's sake.

CHAIRMAN ROSS: Somebody in the back has a question.

DEAN JAMES E. NEWMAN (Assistant Dean of Students, University of Chicago): I would certainly defend to the death the fact that colleges and universities exist for the academic training of their students, but I also, as we talk here, am inclined to react violently the other way because I

think there is a group of students (who many of us know) who are not even being discussed here, and that is I think a very large group of students across the United States who are involved in their academic work, and who come in to college and they go to work right away on the subject matter. They are deeply interested in it, and they are going right on into graduate work. That is, it seems to me an awful lot of students from a great many institutions are now going on to graduate work and that this colors their whole career during their liberal arts program.

They are concerned about getting into graduate work so they spend all of their time studying. They do not want to get involved in anything that is going to detract from that. They do not want to go out on a limb and do anything that is kind of dangerous, or that would impair their chances for going on, and so on.

They are old before their time, and they do not go through the period of exploring and of getting excited, and of being deeply concerned, loving, committed people.

I think when we sit here and talk so dryly about motivation and about getting them interested in the subject matter that we are ignoring something that is very much our concern, and our problem, and that is really, to me, the question is, how can it be in this age in which the question of the relationship between the races is such a driving, moral question, should it not be our concern that there are so many of our students who can sit in their rooms and read sociology academically; and where the H-bomb is so important, how they can read international relations academically, without becoming personally and academically committed.

I think that is a very real problem at least with a segment of the students who are now in college.

DR. GROSSLIGHT: I must leave. Thank you.

CHAIRMAN ROSS: Somebody else want to comment?

DIRECTOR JOSEPH C. GLUCK (Director Student Affairs, West Virginia University): Along the line of what Jim is talking about here, I am sure students must be wrong, but I do a lot of student counseling, and the students have sometimes said to me, "The trouble with the professors is they do not mind doing the academic work, and making straight A, and getting into graduate school, but the hell of the whole situation is that the professor never really shows himself for what he is." There are two points of view. Don't ask me what I think. I am detached from this whole situation.

It seems to me -- maybe I am wrong about it, maybe the students are wrong, but I think I would vote for the

students. I am not trying to damn all faculty members, but I would say that I am very much afraid there is a new breed of instructors who have made a fetish of this situation, of the academic enterprise, that "I will not show my colors, I will not tell you who I am." They have a mask. This is one thing that a good self-respecting student finally, I do not believe, will ever feel that this man is coming clean in this situation.

It reminds me of a joke I heard. There was a judge down in our part of the world, in the mountains, who told a story about a colored gentleman who came to him at the age of about 65 years, and wanted to get a divorce. The judge, being all things to all people in our part of the world (laughter), got him inside the chambers and he said, "Jim, I have known you for forty years, and I know you have a good woman." He said, "Why do you want to divorce her now? You have all these children, you have grandchildren."

He said, "Judge, you know the trouble with my wife is she talks all the time. She just talks, and talks, and talks. When I leave the house she's talking; when I come home she's talking, and the last thing I hear when I go to bed at night she's talking."

Well the judge thought awhile, and he said, "Jim, what does she talk about?"

Jim said, "Judge, you know that's the hell of it. She don't say." (Laughter)

This is the problem that students have with professors. (Laughter)

CONSULTANT KAUFFMAN: I cannot attribute this to the correct source because I forget who said it, but some provost once commented, I believe, about the social scientist on the faculty as having an irrational passion for dispassionate rationality. That is what you had in mind. (Laughter)

DEAN W. O. HAMPTON (Dean of Students, Central Missouri State College): I suspect most of us find this same thing, unless I am unusual, of being involved in both ends of this. I find sometimes I become the battleground between the involvement and the academic community, shall we say. I would like to have some assistance.

As someone said here a moment ago, the faculty senate decides what this shall be. Then the group sets up a certain group of objectives, and a certain curriculum and this is what man shall become when he gets out of this institution.

Then the student gets involved on the other side

of the fence, and then the personnel division becomes the buffer zone between the faculty and the student body, and between the student body and the faculty. I am always placed in a situation where about half the time I want to defend the students, and about half the time I want to defend the faculty member.

So it seems to me that in this dichotomy we are all involved in it already, whether we like it or not, in one form or another. I do not know whether or not my experience is extremely different from yours, but this is where I am having my problems.

DEAN DONALD B. RUTHENBERG (Dean of Students, Illinois Wesleyan): I am kind of concerned here. I think we have narrowed this down just a little too much. We talk about the classroom and other involvements, and this sort of thing.

I think what Dr. Cox was more interested in was the university as a community, and this alethia he talks about was truth in all things, as I interpret it.

My Hebrew is a little different than his.
(Laughter) I noticed it when I walked into this building this morning.

We say to students things other than just what we say in the classroom, it seems to me, and this is what Cox is after.

You walk into this building, and I do not know how many men heard the comment made, "I wish we could" -- I did not say it, I wish I had. But one of our good state university men said, "I wish we could afford to build buildings like this to give students a different kind of an outlook on education."

I think here is something that we should look at too. Not what kind of classrooms do we have; what kind of buildings are we building? Are we building buildings which represent the kind of community we want our students to live in? This brings it a little closer to me, I think, as an interpretation of what Cox is saying.

I did not mean to kill the conversation. (Laughter)

CHAIRMAN ROSS: There is an interesting article, I think, in one of the ACE publications, given by the former president of Rutgers, that talks about the atmosphere that is built up on a campus, based upon the facilities, the landscaping, and so forth, as it affects learning.

DEAN HAMPTON: Yes, I think we are escaping this idea again of total education. I do not know where we have gotten away from it. I kind of liked it myself.

REV. RATTERMAN: I am rather surprised that one subject has not come up more explicitly. I think it has been implied once. Don Winbigler gave what are the goals of the university along this line. He mentioned several things, and the speaker when he was in here talked about large classes; you have to give them information before they can start thinking about these things.

And there is an academic process of decision making by which we arrive at a commitment. We do not go at this thing in just a very passionate way, with all due excitement, full steam ahead. But there is an academic means by which you look into it. You get the facts, and you learn how to weigh "do" situations, and you learn how to discuss things. I think this is perhaps the role that we have to play between the student who is inclined to get all excited and simply go off on a tangent, or go off on a crusade, and the faculty who does not want any crusade at all but simply wants a complete study.

When these things come up on our campus we perhaps have the obligation to get the students into discussions and teach them how to evaluate the different forces that are impinging upon them, so that they can learn to make a very deliberate, slow, informed by the facts but a very balanced decision, so that when it comes time to make the commitment that it will be a wise commitment, and one that is reinforced by a great deal of wisdom from their own experience and from the experience of others.

I think this goal of teaching, and how to make a decision is something that we can specifically work on in our particular field. I am rather surprised it has not been referred to.

CONSULTANT KAUFFMAN: But with whom can you do that, except a handful of student leaders? How does that affect the bulk of the student body who does not ever come in contact with a Dean of Men, or a Dean of Students?

REV. RATTERMAN: I would say, number one, if you do it with a handful of student leaders, this is going to filter down through the school paper, for instance. If something comes up very strongly on one side, all right, there are such things as letters to the editor saying, "Let's slow down and think the thing through," if you can possibly be lucky enough to get something in your school paper without having to take out a paid ad. (Laughter)

I think, too, in perhaps the convocation programs or anything else over which we have some control, make sure there is some balance or control. We can arrange for a number of programs to balance this thing off, if the students are going off on one side. Not all of these programs are going to get to the last student.

Incidentally, I am concerned very much with the problem that was brought up here of the unconcerned student, the kind that never bothers about these things. That is a big problem too.

Anyway, on this other thing, I think teaching the process of making a rational decision is within our confidence, and I think it is a very important part of our work.

CHAIRMAN ROSS: It is interesting, in a way, that we still talk about our role though as a continuous one of establishing balance or slowing down a process, and as I interpret Cox, he is saying you had better get with the thrust.

DEAN WINBIGLER: I might offer an incident which I think is illustrative of a number of things which were said, but particularly relates to what Father Pat was just saying.

This was at the height of the Aaron Henry for Governor campaign in Mississippi, and we narrowly averted having 300 freshmen loaded in a bus and going to Mississippi. I imply that I think that would have been catastrophic, and I think it would because of the circumstances under which they would have gone - not what their motive was, but of the circumstances. This was right after the first big mid-term, and unquestionably this was one of the major motivations. It was frightening to me to realize that otherwise intelligent youngsters were that close to being susceptible to a mob action without carefully considering the consequences or what might have been the repercussions and the results of this to them personally, and to the cause.

There is no question about the merit of the cause which they had in mind, but their willingness to make a decision, and to move on it, on the basis of very little reflection or very little evidence regarding the consequences of this was really very alarming.

I think the value of the incident on our campus was that we succeeded in getting some appraisal on this on the part of the individuals concerned and some after-the-fact appreciation of this.

One of the lads who did go -- and there were about a dozen of them who went -- considered himself a very brave person because of all the personal risks that he took, and he declared himself, in private, that he did think this took a lot of courage to do this because he was standing for principle. We discovered he did not have the guts to tell his mother. (Laughter) He was born in Georgia. (Laughter)

Now this was personal counseling rather than group counseling, but he learned a few things about himself from having gone through this experience, and from some of the counseling activities that took place around it.

DEAN WM. V. BURGER (Dean of Students, Colorado School of Mines): Following up a bit on what Don has said, this matter of counseling with the individuals, the leaders that you have on campus can certainly do much more than perhaps you as an individual Dean of Students can do in directing some of the thinking and so on that go on on every campus. I found out after some of the experiences in my earlier years in this game that you cannot go out and soften up a whole group on anything.

So I got the idea of calling upon, not necessarily the president of the student council, but some one who was a good speaker. He may have been not even an officer of the student council. But we would have an assembly, and we would take either one, two, or three individuals and try to sit down and give them the points of view that maybe the administration and the faculty had on it, not always accepted by that individual, but he got the general idea of having something rational rather than emotional, and then we let him call the meeting, and we would go to the dean of the faculty and ask for an eleven o'clock hour, say on Thursday, to have this assembly. We do not have scheduled assemblies; they are on call. And we would accomplish more by having that approach to it, and softening down a lot of the rabble rousing that would otherwise have taken place, and did take place in former years.

It has reduced my headaches tremendously in these last several years, because we had it as though it were coming out of their group, instead of being handed down by ultimatums or dictums from the administration. I will say it was rather pleasant. I had a birthday just a couple of months ago and had about 250 of the fraternity men come out in front of the house and sing "Happy Birthday" and "He's a Jolly Good Fellow." That's a lot better than having an effigy or cherry bomb celebration.

I do think we are beginning to get that feel of affairs on campus, as well as those that might affect these other issues that have been discussed this morning. I would like to throw that out, because as I say it has been a very pleasant five or six years in the past, and I did not have some of these other things happening to me. I thought I would throw it out to those wearing the Green Ribbons especially.

DEAN DOUBLAS A. STUART (Assistant Dean of Students, Michigan Technological University): Formerly the Michigan College of Mines.

The discussion this morning brought to mind a saying that I remember on the wall of one of our mathematics professors who was also a bit of a philosopher. It went something like: "Don't go around starting vast projects on half vast ideas." (Laughter)

I have tried to remember that because I think in this matter of involvement, the message that came through to me at least was an individual one: Where do I start? And as much as I am in full agreement with the idea of vast projects of a social nature, I think the place we have to begin is at home, with our own personal lives.

I like the idea of the model that was mentioned. I think it relates quite a bit to our own work in personnel. If we want to condemn our faculty, which sometimes we can, I think this is perhaps one place where our students do get off on the wrong tangent.

The gentleman from the University of Chicago I think pointed up a real problem in certain areas where our students lose sight of the real educational value of a liberal arts program, or liberal education, because they are geared to the future and graduate school. In other words, they will devote their major energies to those things that will bring the greatest return.

Where do they get this? In many cases, where do our faculty members achieve their primary, shall I say, rewards for their academic work? How many people are given recognition for their teaching? We have this problem of publish-or-perish, and such things as that. The typical faculty member is concerned about his professional identity. I am certain that students pick this up very quickly. If this faculty member is not concerned really with what he is putting out in the classroom, only as a means to doing something else that will get him to a better position somewhere else, why should not they develop this kind of an approach to getting into graduate school?

For my money, the place we have to begin is with our own individual lives. First of all, we have to be the best kind of neighbor we can be in our neighborhood. We have to get completely immersed in things like sewage disposal. (Laughter) To me this is a social issue. (Laughter) In Lake Superior there is a place where the water is so pure you can drink it, and yet at the middle of our campus we dump all of our sewage from the college and the community right into a beautiful lake that people come from miles around, all over the country, to visit. We have to post a sign alongside of our beach, to which the community maintains a shuttle bus to run kids back and forth, nevertheless we post a sign, "Unfit for swimming." This has presented no concern to the public up there for 100 years. Well, personally I have to get involved in sewage disposal as perhaps the first step in my involvement.

I think all of the people in higher education have to begin with their own neighborhoods, and do the best they can there. Maybe I will get to Mississippi one of these days but right now there is an awful lot to do at home. (Laughter)

DEAN WOLFF: I either must stand alone, or I have missed the boat some place, but I believe in emotion. I think that actually you can be scholarly and you can try to come to decisions, and you can read, and so on, but also you can make commitment with emotion and feel strongly. I would feel that I am exposing myself. I feel strongly about civil rights. I do not mind getting up and being counted on civil rights. I feel strongly on certain mental hygiene issues.

I feel my students will feel strongly on these issues and not be in a quiet, peaceful attitude and keep things rather smooth. I want them to be excited and do things. I think this is important, and somehow I have not felt this is a very popular concept at this meeting today.

DEAN WILLARD W. BLAESSER (Dean of Students, City College of New York): This provokes a reaction. I have felt that the emphasis that Ed Williamson and others in the last couple of years have given to the so-called seminar approach to controversies and using controversial issues for learning purposes, is excellent really, but I do think there is a danger in wringing dry the emotion, and sort of encircling our campuses with a whole series of seminars like check point Charlies.

I am in favor of seminars to get at some of these controversial issues, but I do think we need to provide, or keep open other avenues, and if some of us think that the passionless seminar is the answer, I would disagree. I do not think that Williamson really means the passionless seminar, either, although I think some of the writings would seem to indicate that.

I think if we as models, if we are in this kind of a seminar, can express our feelings strongly and yet by and large hold on to some objectivity, and trade feelings with students, I think this is the kind of model that within a seminar is very helpful, because we become very human and we make our mistakes somewhat openly, and the students see us do this, and they then become a little more inclined to risk, and I think in that kind of a dialog maybe a little more learning takes place.

DEAN W. K. WHETSTONE (Dean of Men, Lambuth College): I come from a very small college and our problems are different than the ones you face, but our situation is this, that we have been doing a lot of thinking about the meaning of the word community on the campus, as community, and yet we have many, many camps within the community.

We have those who grab the torch and who feel that if you have the torch and if you are crusading that you wear the halo, and they are the only right ones.

Then we have another small minority group who feel

that our way of life is being threatened, and therefore we are in complete opposition to the way you feel. Then we have the large number, the majority, who are disinterested and do not care which one is which.

Now I think that our responsibility is to all of them, and if I declare my colors, as many of the faculty members have declared their colors, and they have lost their right -- not exactly right, but no student goes to them to enter into dialog whenever they have gone out with their torch leading a certain group, minority group of students.

I think there is a detached view in which you can put other values higher, such as respect for personality, and the right of individual difference and letting a person express an unpopular view, and still give him the right to do so without attacking him as a person, and we can hold a person as important and accept his right to disagree.

Let me give you an illustration of what I am talking about. For instance, we have a large group of students who formed a Friends organization. They meet once a week with a group of Negro students. They meet together often, they have dialog together. They are friends. But they consider themselves the elite. And they consider that all of these others have no social passion, they have no real ethical concern, and so forth.

One student became so incensed with this group that he began to write anonymous letters to the parents of these students. Many of them were conservative parents, and the parents became very upset. They came on to the campus and I had to interview the parents, and finally I found out which student was writing the anonymous letters. Then I found, in the involvement with him, that it was not really malicious slander, or it was not an effort on his part to hurt these other fellows, but that he really had some points of view. He was prejudiced for a reason. He could be no other. He came from an authoritarian background.

It was not very long after we started our interviews that I discovered that we stopped talking about race and started talking about how his father treated him all the time.

So I think we have an obligation to the person who is, so-called, prejudiced and more concerned in keeping the status quo as much as we have in joining and getting on the bandwagon and carrying the torch.

DEAN WINBIGLER: I do not want to monopolize this, but I do want to respond to Dean Wolff's comments here, because at the risk of getting this discussion derailed, I think this is a very important consideration, that is, the role of emotion.

I think efforts have been made to repeal emotion, inadvertently. What has given me pause on this is to observe a certain number of instances in which students seem to become very much involved emotionally in issues in which they had no rational interest.

I have asked the question of why? I have a tentative answer, which I have not had a chance to test thoroughly, but one which I think is worthy of consideration, and that is that by accident and design many of the pressures in our academic process have been in the direction of depersonalizing the educational experience, in large classrooms, first of all, in mass activities where the individual and the sense of individual involvement is minimized, whether we intend to do it or not. Secondly, for one reason or another, we have tended to de-emphasize those traditional college activities, the ones Arno mentioned here, which had to do with student life which gave a certain emotional release, and these are no longer quite respectable. So all along the line there has been a tendency to circumscribe the academic experience in those areas where there is a tremendous and easy expression of emotion.

Then I look at the crusades, and every one of them involves two elements: (1) A certain amount of danger; and (2) a certain amount of adventure. And the easy way to get an emotional release, an emotional expression with social acceptance these days is some kind of crusade. Whether you believe in it or not, this is a form of emotional expression.

As I say, I have not had a chance to test this theory thoroughly, but I think it is worthy of examination, and I think it says something for the management of our whole academic enterprise in finding more varied opportunity for the normal and natural emotional release and experience.

DEAN TURNER: Dean Ross, I have been trying very hard to relate what has been said to us this morning in the two speeches and the discussion here to our own work. It seems to me that the gentleman from Kent State was speaking pretty much to the academic side of things, whereas Mr. Cox was speaking from the standpoint of what takes place outside of the classroom.

I think I find myself in between Mr. Wolff and Don in this respect, that I think there is a place for some passion and some getting all steamed up about things, but where does our place come in this?

I have the feeling this morning that the gentleman from Kent, Mr. Grosslight, was taking a little more level-headed point of view than perhaps Mr. Cox was, but I came out with this. It seems to me my job is to participate in the learning process that the students are supposed to be

going through on the campus, in trying to get him to reach the point of view that he takes what these men have to say, but he does not accept them without looking at them. In other words, our part of it can be to say to this boy, "Maybe both these people are right. Maybe one is right, and one is wrong. But do not accept it until you have examined it very carefully and then make up your mind. Don't just get on the wagon because somebody says so."

To me this seems to be part of our job, to get the students, as part of the learning process, to at least take the time to examine and appraise and scrutinize and find out. If he then decides, when he has made this examination, that Mr. Cox is right, get on the thing with all the passion he wants to. If he decides he is wrong, get on the wagon with all the passion he wants to against the thing.

In the meantime, get into this business of examining with care and with caution and with wisdom, and put some passion into this examination. It seems to me that is where we relate to this thing.

DEAN JAMES D. PAISLEY (Acting Dean of Men, University of Colorado): We have a great deal of ferment on our campus, sometimes more than we want, but I think that we want to encourage exploration, examination, and analysis, and I do not disagree with Mr. Wolff here. I think there can be some passion in it. I think this quote kind of summarizes my feelings about it -- it hangs on my wall -- that man is entitled to enjoy the consequences of his own damn foolishness.

I think that part of our reason for being here is to protect him from his irrational acts; that is to protect him from his own damn foolishness sometimes.

CHAIRMAN ROSS: I think since we are past twelve -- at least by my watch -- and we do have luncheons and other things scheduled at twelve-thirty, that we should terminate.

I might tell you about a conversation that I had with probably our most successful academic student who has a great deal of creativity in him that he has been able to express. He came in and was concerned about the role of the administration and the university being one of supporting pretty much the position that you were talking about, Dean Turner, one of hopefully trying to establish ways and means for students to have to study and determine for themselves their positions on various issues.

His comment finally came out this way: That about the only place that was left for passion was in heterosexual relationships, and he was not sure if this was really the direction that the administration wanted this passion to go. (Laughter)

Well, we are adjourned. Thank you very much.
(Applause)

... The Seminar recessed at twelve o'clock ...

LUNCHEON SESSION
Small College Representatives
Monday, April 6, 1964

The luncheon session for small college representatives held in the Crystal Room of the Park Shelton Hotel, convened at one-five o'clock, O. W. Lacy, Dean of Students, Trinity College, presiding.

CHAIRMAN LACY: Good afternoon. Good afternoon to most of you; good morning, Mark. (Laughter)

We heard this morning from Dr. Cox a distinction between the Greek and the Hebrew way of looking at things, and the importance of naming things. I suppose I should tell you what my name is. It is Bill Lacy. I come from a small liberal arts college. The distinction in the word "small" is an interesting one here today. We have representatives from tiny Wesleyan and Denison. They are small in the sense of numbers. (Laughter) Then we have Dr. Grip here from small Temple, and schools larger in numbers.

I think that the reason most of us are here today is that we reject and repudiate that there is an essential difference in our educational processes, in our educational goals based solely on numerical size. I am not sure that NASPA should condone that sort of segregation.

Another incidence of the importance of naming things is given in a joke that I heard first out in California last week. I heard it again at the head table just now and I am imposing on our principal speaker who told it to me with a new twist, to tell you here today.

Our speaker is a university Chancellor. He is not, I think, a person trained in student personnel work. He is a soil chemist.

Dr. Aldrich has the unique opportunity of building another branch of the University of California. Right now his staff is less than 100, and if I know New England college administrations, it will probably get somewhat larger than that, especially as they intend to have some 27,500 students there in a few years.

He does not have a topic, he says, to talk about, but I think he does, and I think it is related to the story I am now about to tell.

It seems there was a Jewish man who was cleaning up the stable, taking care of the gold and the frankincense and the myrrh, getting ready to make a trip down into Egypt. I suppose that most of us at some time or another have made our personal trips into our personal Egypts. We fled from one thing or another. But as Joseph was putting away the gold and the frankincense and the myrrh he rose up under the crib and he hit his head on a rafter and said, "Jesus Christ." And his bride said, "Joseph, I always liked that name better than Melvin." (Laughter)

I think this illustrates how important it is for us to know what the name of the thing is that we are going to do, and also how important it is that the name may very well determine the future course of our actions.

I am going to let Dr. Aldrich name his own topic here today. (Applause)

DR. DANIEL G. ALDRICH, JR. (Chancellor, University of California, Irvine, California; "Planning for Student Personnel Administration"): Thank you very much, Bill.

I came on to Detroit this morning from Chicago, where I had flown late last evening, very concerned about what I would find here. Mr. Brugger who had made the contact with me initially some couple of months ago, had suggested the background and interest of NASPA and that perhaps along the way I might be willing to comment about plans and thoughts that go through my mind at this stage of the development of a campus which is yet to come into being.

I would like to go back, though, and compliment you on the introduction. Usually the material that is sent out from my office to any agency or individual, that provides some background, is utilized verbatim, and they go on hours on end commenting about the variety of affiliations over the seasons, and then if they happen to have a chance to chat with you prior to your commenting, they will add in the essence of such remarks.

It was a much better introduction than the one I had about a month and a half ago, when speaking before a service club on the coast. They had given me 25 minutes and suggested that I have the group out sharply by one-thirty, and the man who introduced me was a friend of long standing, who chose not only to use all the material that had been provided by the office, but having known me for a long time, to add a variety of personal notes about the whole affair.

Well, it had the chairman of the day beside himself

because instead of getting me underway at five minutes past one, as was scheduled, he had gone on ten minutes, twelve minutes, thirteen minutes, and was still at hand at a quarter past the hour when the chairman, not being able to stand it any more, got up and grabbed the gavel, and rapped smartly once, twice, three times on the rostrum, and the third time he struck it the head of the gavel snapped off and spun through the air, and struck a man sitting right where you are sitting, right here in the forehead, and as he slumped into unconsciousness, sliding toward the floor, he remarked, "Hit me again, I can still hear the s.o.b." (Laughter and applause)

So having a better departure than that this noon-time (laughter), I would commence by stating first of all that I was very pleased that I could spend an hour or so with a group this morning that had occasion to discuss the papers that were presented earlier in the day.

I indicated at that particular group session that this was my first meeting. I could not contain myself longer because I found the conversation and the thoughts most stimulating, and as I embark upon the comments that I have put down on paper -- and I shall move away from them on occasions -- you will recognize that I have come here to learn from you. I have no background whatsoever in the administration of a campus, or dealing with student personnel affairs, other than as a student and as a teacher.

In fact, when Ad Brugger called me to see if I would speak at this affair, I was out of town, and coming back to the office there was a note on my desk indicating that I had been approached about speaking here, and I simply noted, "I think I should know more about what I am talking about before taking on such an assignment as this."

This comment was designed to inform my secretary that the answer was "no," and that she should call Mr. Brugger and so indicate, using this reason. But somehow or another the implications of my remarks did not get through. Another telephone conversation developed, and there was an exchange of letters, and before I knew it, there was a commitment to be here on April 6th.

I have in my book "NASPA". I did not know what it meant. In the middle of last week I still did not know what it meant. (Laughter) And there was laid on my desk Thursday my travel or marching orders for Detroit. I thought, "Good lord, I have to get something together."

Frankly, I am no further ahead in putting down ideas than I was when Ad contacted my secretary two months ago. In fact I am faced with a problem that is common to university presidents. I am reminded of a statement that Tom Hamilton, who is President of the University of Hawaii,

recently made in prefacing a talk that he was to give on "Education for the Space Age." He says:

"Somehow I always seem to get absolutely ridiculous speaking assignments in terms of my very limited competence. At the moment my checkbook is out of balance; I cannot provide effective counsel for the future of my son's education; and as a matter of fact I am extremely puzzled by my daughter's fourth-grade homework. In short, I keep congratulating myself each Friday that I made it through the week. And yet this afternoon I am supposed to talk about education for the space age.

"This is a recurring problem with university presidents, for the public in general expects far more than they are able to deliver if they are really honest about the extent of their knowledge.

"But I am happy to say that recently I came across a passage written by Gertrude Stein which has clarified the whole matter." (Laughter)

"Education is thought about and as it is thought about it is being done. It is being done in the way it is thought about, which is not true of almost anything. Almost anything is not done in the way it is thought about but education is. It is done in the way it is thought about and that is the reason so much of it is done in New England and Switzerland." (Laughter) "There is an extraordinary amount of it done in New England and Switzerland.

"In New England they have done it -- they do do it -- they will do it and they do it in every way in which education can be thought about.

"I find education everywhere and in New England it is everywhere, it is thought about in America everywhere but only in New England is it done as much as it is thought about. And that is saying a very great deal. They do it so much in New England that they even do it more than it is thought about.'" (Laughter)

"So much then for clarification." (Laughter)

My appearance here today, as I indicated, involves selfish motives, for I expect to learn far more from you than you from me.

I am a new university administrator without a campus, faculty, or students. To be sure, we are planning and building, and out of the rolling hills that border the Pacific Ocean near Newport Beach, California, there is gradually taking shape a 1500 acre general campus of the University of California, destined to enroll by the late 1980's 27,500 students.

Surrounding the 1500 acres of campus are nearly 100,000 acres, under a single ownership, of rich valley lands, dry-farm grain, and range. As we build the campus so too shall we build about us a city of 150,000 people.

As we have looked back over the history of the universities of this country and the world since medieval times, we are aware that the great universities have been developed in association with great towns, more often than not growing out of these towns. And we are somewhat excited about the opportunity that perhaps in this instance an institution of higher education might provide for the enlightened beginning and building of such a town.

In 515 days, September 1965, we shall be opening our doors to 1,000 students, lower division, upper division, and graduates, who shall pursue programs of study and research in the College of Arts, Letters and Science, organized on a divisional basis, five divisions (the humanities, the fine arts, social sciences, biological sciences, and the physical sciences); a School of Engineering, concentrating originally on systems engineering and electronic engineering; a Graduate School of Administration, combining public administration, business administration, educational administration; and an Institute of Environmental Planning, where the interrelationship of open space -- the natural resource -- and urban space -- the human resource -- shall be the principal object of study.

If one is at all acquainted with southern California, you are aware that there is sweeping across the landscape from Los Angeles southward towards San Diego millions of people, adding to the state at the rate of 1560 a day, just about; that as they move southward they come up against the great agricultural area. That is the Irvine ranch.

This campus that is to come into being is surrounded by nine cities, all of which come up against the boundaries of this great landscape yet to be encroached upon essentially by people.

The first shall be the campus at Irvine, and hopefully, out of the efforts of the staff brought there, there shall come information that will enable people to build this city of 200,000 about us in the next fifteen years, to do so on the basis of the best information that we can lay before them, not telling them how, but perhaps providing them the alternatives from which they shall make decisions about how that community shall grow.

Faculty are being recruited now for the schools and colleges, and the buildings to house the academic programs and co-curricular activities for 2,000 students are under construction. This will give us a lead time of a year for our projections that we shall increase enrollment at the

rate of 1,000 to 1500 per year.

So in this quick view you have some picture of the new campus and the surroundings over which I preside as a sort of academic obstetrician. (Laughter)

In a masterpiece of understatement, we at Irvine face a fantastic assortment of opportunities, not a few of them relating to the concerns of student personnel administrators. Lacking firsthand knowledge of how the professional in the field would respond to these opportunities, I approach the subject of organizing student life in large measure from my own experience as a student and a teacher.

At one time or another and to varying degrees in the past two years I have thought about the nature and purpose of the university and the image that the institution, its faculty, staff, and students create in the minds of prospective students. How do we organize to receive and to stimulate inquisitive minds? How do we share with students the excitement of outstanding scholars and scientists in their endless and urgent quest for knowledge? In what way does this concern influence our impact upon students as we involve them in admissions, registration, academic programs, housing, and extracurricular activities of staggering variety?

I have thought about academic and social standards, honor codes, and judicial procedures, fraternities, sororities, and residence halls, cooperative and otherwise, about student government and campus publications, of music and drama and other artistic and cultural events, of athletic policies, of leadership training conferences, hospitality to students from abroad, and recognition of student organizations, be they social, cultural, political or religious. And after thinking about all of this and talking about it, what do I propose to do at Irvine?

First of all it is important to recognize and accept the fact that life on a campus is whole and interrelated, that all members of the campus are participants in a community of learning in which every relationship and every activity is significant for learning. It means that the campus community is conceived as a place where living and learning go on together, that it is a place where learning in the academic sense is not an isolated process, that it is a place where everybody can eat, work, study, play and talk freely and honestly together, where they can recognize, accept, and share responsibility together, and where relationships between the mature and the less mature, the skilled and the less skilled, are maintained on a friendly, understanding, human basis. It means finally that the campus is a place where all members of the community are privileged to know the essential facts about all the problems of the community, where they are privileged to think about these problems, to have and to express opinions about them, and to have a concern commensurate with their

ability, judgment and concern in decisions upon matters which are important to them as members of that community.

And second, having arrived at a philosophy of student relationship which it is willing to adopt, the campus should make the philosophy unmistakably clear to all concerned and that it pattern its policies, its programs, and its procedures in conformity with this philosophy. If there are to be differences of opinion thereafter, they will not stem from confusion over what the institution's administration is really trying to do.

At this point in my presentation I might well have embarked upon a review of my present understanding of the many facets of campus life which involve interaction between students, faculty and staff, in order to provide a background for some remarks about the activities and responsibilities of student personnel administrators as I presently see them.

Since all of you have had far more day to day experience in dealing with these matters than I, nothing much of value to you would issue from such commentary. Yet, I am here and anxious to learn. Only if you understand how little I know can you possibly help me and in helping me maybe you can help yourselves.

I shall continue then by saying that at the University of California, Irvine, I hope to develop an organization that fosters and enhances the student-teacher relationship, that discovers, nurtures and strengthens personal talents and human skills and abilities, thereby offsetting the dehumanizing effects of an impersonal machine-oriented society that is increasingly mechanized, standardized, and specialized.

A glance at the personnel roster of any one of the campuses of the University of California reveals its students must deal with admissions officers, registrars, deans of students, residence hall advisers, counselors, housing officers, health officers, special service officers, etc., etc.

I proceeded to go through the rosters to get some notion as to what I should be doing or preparing to do in the staffing at Irvine, and there were no less than twenty-one different positions, offices and agencies characterizing the existing campuses such as Berkeley or Los Angeles. To me, here is evidence of forces in motion which respond dramatically to Parkinson's First Law, but more importantly insofar as student welfare is concerned lead to serious breakdown in communication and rapport between faculty and students.

This multiplicity of offices and agencies tends to separate students from the very faculty that attracted them to the institution in the first place. As each of these offices attempts to carry out its assignments and justify its existence, more people are employed, more work opportunities

are invented or generated and a first-class bureaucracy develops. Faculty, as a consequence, more and more pass along responsibilities for counseling and solving problems of their students to third parties. Students caught up in the system turn to the third parties for solutions to problems that should better be worked out with their teachers. Irvine is genuinely concerned about improving student-faculty relations and it is my belief that the place to start is with the organization. Don't perpetuate a system that continually drives an ever widening wedge between instructional staff and students.

To remedy what we believe is a major weakness in the present organization of handling student affairs, Irvine proposes to have a single officer responsible for all matters relating to student life. And I would inject at this point, as I shall terminate my remarks, that in commenting to you in this fashion, I am sharing with you my views. I would hope that before I depart here at six o'clock this evening that if anything I have indicated is completely out of whack do not hesitate to say so, because this is the only way I can learn, by interacting with people who would know better, so I am simply sharing with you the view of the organization as I see it. It has not come into being, but this is as I see it.

Titles such as Registrar, Director of Admissions, and Dean of Students would be avoided. Students would deal with a single office -- Vice Chancellor-Student Affairs -- and policies of that office would be established primarily by a faculty-student committee on student affairs. If the job of Vice Chancellor is carried out as I visualize, communication between faculty and students will be more direct and more frequent, and the battle against impersonalization waged more effectively.

We know at this point that we will not be a college or an institution of 1,000 or 1,500, but we shall grow at that rate every year, adding 1,000 to 1,500 youngsters per year such that by the middle 80's we shall have reached our peak enrollment of 27,500.

In talking with the present faculty at Irvine about how we would staff the office of Vice Chancellor-Student Affairs, we have produced an organizational chart which indicates how the various functions might be carried out. In brief, the entire student affairs office would be run by the Vice Chancellor, who would be assisted by three Administrative Assistants, each in turn being assisted by clerical assistants. Because of the nature of the medical adviser's role or the doctors responsible for student health, this function would be independently recognized but would report through the Vice Chancellor for Student Affairs. The same would hold true for individuals involved with various student fellowship or religious organizations.

The responsibilities of the three Administrative Assistants would involve the following. One would handle the activities generally labeled "Admissions" and would include tests and measurements, scholarships and loans, national service advising, freshman orientation, and foreign student counseling. It would be one administrative assistant.

I suppose this is a matter of semantics, because some would say that is the admissions officer, and the one we would call registrar, but have not chosen to do so, would be responsible for the fairly traditional bookkeeping that goes on in connection with record keeping as it relates to student life. although we are very much involved at this present time in building into the skeleton of the Irvine campus a variety of electronic processing and computer developments that will handle, in so far as record keeping, the usual array of forms that develop in an institution, so as to free personnel to do the job of day to day, face to face contact, rather than be caught up with the minutia of record keeping.

In the third Administrative Assistant's role, which would have to do with the traditional responsibilities of the "Dean of Students," there would be found those services closely allied to the general welfare of the total student body plus the more specific responsibilities such as placement. It is our belief that the office that has to do with the overseeing of residence hall staff, student government, and in general, housing responsibilities, should be the office most knowledgeable about the students and their attributes as individuals.

It is our belief that this organizational pattern is valid, not only in the early days of the campus, but also as we approach 10,000 or 15,000 or 20,000 students. As the campus expands there should be no need to increase the hierarchy; machines, or additional clerical help should handle the increased volume of record keeping, data retrieval and reporting.

In embarking upon this course for dealing with student affairs, we are very much aware that our success will depend in large measure on the interest and willingness of the faculty to assume responsibility for counseling and dealing with the problems of their students.

Now here is where hopefully in starting a new campus we have the opportunity to recruit faculty who are concerned about students. If we are successful in recruiting such, it is imperative that time be made available to them to respond to this concern. Courses, curriculum, schedule and teaching techniques are now being planned at Irvine by concerned faculty members in order to provide the time and circumstances that will permit longer and more frequent

contact between teachers and student.

While I recognize without question that many staff members of the college or university, who are not engaged directly in instruction, markedly influence student life and learning, and hopefully we are among them, nevertheless, a college or university cannot rise above the level of quality of its faculties. There is no substitute for the professor as guide, philosopher and friend for students, as organizer of the college community, as conservator and enricher of knowledge, as translator of knowledge into service.

Accepting the challenge and the opportunity to attract this quality of faculty to the University of California, Irvine, I would hope to organize a student personnel services group that would in every possible way encourage the interaction between teacher and student for their mutual edification and well-being, hopefully, to the extent of minimizing the number of service personnel that must be engaged to support the teacher-student dialogue.

At the outset of this talk I indicated that I am now presently without campus, faculty, or students. For Irvine the past is prologue. If we are to exploit the opportunity which is ours to preserve the best of the past and to explore new pathways to the future, we must indicate to all who would help us what we presently think and believe. You are now aware of my thoughts. I invite your response.

Thank you. (Applause)

CHAIRMAN LACY: I think that one thing we can say to this neophyte is that if he saves his sense of humor until after he has his students and his faculty, and his fellow administrators, that he is going to go a long way.

He is interested in having your reactions, so I now throw the floor open for these.

DR. ALDRICH: I think in the simplest terms I could say to this group, if you had your "druthers," what would you do in setting into motion the administration of student personnel services on a campus that you can plan from the ground up? That is essentially the opportunity that is before us. Whether I am building a College of Arts, Letters and Science, or a School of Engineering, this is the question that I continually ask as I go about the country. If you had your opportunity, what would you do?

DEAN FRED DOBENS (Assistant to the Dean, Rutgers University): What are you going to do as far as residence halls are concerned? Are you going to tie in faculty members with them, and if so, how large are your residence halls?

DR. ALDRICH: First of all, we know at the outset

we are continually fighting bigness. And when it comes to the arrangement for residence halls we will have in the first increment of buildings at Irvine residence facilities for 400 single students, as well as residence apartments for 100 -- this for the campus that will handle, come '65, 2,000 students.

Rather than go to the monolithic residence hall structures, 200, 400, 600 men in size, we have designed our residence halls around a unit of 50, in which, within the unit of 50, we have tried to create an environment for a family of eight, such that while they live in -- in other words, this 400 shall involve eight 50-man cottages, the design of which is to provide families of eight with an entrance, living facilities so that a small group experience, the more intimate one, can be developed, yet there can be allegiance or esprit de corps developed among the fifty for a variety of reasons that the students might develop.

Associated with each residence facility of fifty there shall be a faculty resident, single or married, because the facilities are designed to accommodate that. This might be a senior faculty member, it might be a junior faculty member, it might be a graduate student. I do not know because as I have gone up and down the country trying to get some notion as to what we might be doing, I realize that things fail here, but they are good over here. So I wanted to provide the opportunity to at least move with the 50-man resident facility.

I found, as I began to think about this last summer that while we had in our physical planning moved from a 200 and 400 man resident facility to the 50-man cottage, I realized that we really had not thought through the consequences or the opportunity that the 50-man group provides insofar as dealing with itself, assuming responsibilities to do things within the residence facility of fifty that perhaps otherwise you cannot accomplish when you are dealing with 200, 400, or 600 man units.

I must say that at this stage of the game when people ask me, "What is going to be your policy on this?" (student living, athletics, student government) I can only say that my view is this. One of the ways in which we have been successful in recruiting staff to Irvine is to picture for them the opportunity which is theirs in the building of a new campus. I think that is all that we have to offer our students. We have no tradition. But perhaps being among the first to come to Irvine they shall have opportunity to plan, to organize, and to set in motion those items regarding student life which may one day be a desirable tradition.

DEAN MARK BARLOW, JR. (Dean of the College, Wesleyan University): It occurs to me that in addition to the uniqueness of being a new institution, if I understood you correctly, you are also building a town, or city.

DR. ALDRICH: Correct.

DEAN BARLOW: Has it occurred to your Vice Chancellor that one possible way of avoiding Parkinson's Law is to merge many of the student personnel services right into the community and let them develop together as you apply it, at least with the medical services. I suspect that many of these areas of these twenty-one classifications you might find would be nothing more than duplications of something in the town.

DR. ALDRICH: I am delighted that you have made this comment, because every time I hear someone say something I believe in, I am delighted. (Laughter)

My view from the outset, in so far as the development of this campus is concerned, is that wherever a service can be rendered by the community that surrounds us, we should provide that opportunity, rather than build a wall or a moat between the campus and the community, which constitutes a continuous source of abrasion. There are a variety of things relating to student life or services rendered a faculty and a student body that if the town can provide them then I think the communication channels are much better defined and clearer.

So you are quite correct, not only in terms of medical services, but in terms of a wide variety of other activities. I am interested in seeing private enterprise provide the service. I think it is better, and I think it is more readily changed as the requirement by students and staff indicate.

CHAIRMAN LACY: The town marshal of Granville, Ohio wishes to speak.

DEAN MARK W. SMITH (Dean of Men, Denison University): What are you going to do on keeping your faculty from creating the bureaucracy closer to home so they will not have to have those relationships with students?

DR. ALDRICH: This is a perfectly good question, and I can only answer it this way at this point in time. This is not perhaps a good answer, but it is the way I am approaching it.

On January 19, 1962 there was just one at the campus at Irvine, and that was me. Before there were two, I went up and down looking for the man who would hopefully share my views -- because this campus is not being built by a committee, I will tell you that. It is being built by individuals who have the opportunity to reach out for people who presumably, on the basis of all the information we can gather, are willing to support this idea.

So I would say at this stage in our development

there have been gathered about us the men who buy this philosophy, this concern about the involvement of faculty with students. And we shall continue, obviously, to fight the very press and the problem you have indicated. But I can only say that our hope is that in setting this thing in motion, at least this is the philosophy and attitude that will characterize the faculty.

And when it comes to battling the forces that undoubtedly one day will be set in motion because of this or that pressure, again I am prepared to face that problem when I come to it. But right now I think we ought to choose, we ought to set in motion these things as we see them, since this is our opportunity.

This is not a very real answer, I know, but it is the best one I can give you at this stage of the game.

DEAN JAMES R. DAVIES (Assistant to Dean of Students, Tulane University): I think what is being driven at there is that there is a pressure on many campuses for faculty members to spend their time with research and publication, for example, and this is necessarily at the expense of their interest in student affairs. Will you have a program for rewarding interest in student affairs through promotion and recognition?

DR. ALDRICH: Well you know, on the basis of what I am thinking, what my answer is going to be. Yes. But then when it comes down to the battles of the academic senate, etc., etc., I shall probably learn about this too. (Laughter) But I would say, I have come out of a tradition and as Bill indicated it is agriculture. I am a product of three land grant institutions and have worked all my life for a fourth, where the relationship of teaching, research and service, internally or public, has been part of our way of life.

I went to Irvine with the notion that I could build there a campus which would extend to the non-agricultural dimensions, because we shall not have agriculture at Irvine, this same attitude of selflessness which I think is exceedingly important in a university today -- at least a public, tax supported one.

Therefore, this matter of the relationship between teaching and research, and service, be it student service, or service to some other segment of society, is one again which is at the very heart of any recruitment effort that I make.

While quality of institution is a great concern to us, the University of California is greatly concerned that these new campuses in no way, shape or fashion detract from such reputation as the institution has already achieved. We have to maintain quality, but then again, the men that I am reaching out for must be motivated by an attitude or a concern that there is excitement in sharing the quest for

knowledge or research. To me, research is a state of mind. This matter of inquiry, or creativity, of exploring new things, they should be interested and must be interested if we are going to recruit them to Irvine, in sharing this excitement of search not only with the student but also with the people who are beyond the boundaries of the campus.

To me this is possible because the agricultural colleges within the universities of this country have always functioned in this fashion, and I feel the time has come when those in the social sciences, those in the humanities, must not wall themselves off, seeking security behind an ivy wall, but who are willing to share their ideas, to test their ideas, not only with the young people who come to them (be they undergraduates, lower division, upper division, or graduate students).

In the discussion this morning I was interested in the concern expressed by some of the men there that the real live situation should be part of the experience, because it was the view that today the cry of students is to relate, and not to wall themselves off, not to respond to the needs. And I think the key here is to get hold of people who are interested in relating their pursuit, I do not care what the discipline is, to the real life situation.

DEAN JOHN W. DUBOCQ (Dean of Students, George Williams College): Would you give us some of your thinking on the extent to which you want to see students participating in self government, and the ways in which you hope to enable them to do this?

DR. ALDRICH: I would respond to your question in the following fashion. I do not think I am so greatly concerned about students participating in self-government as I am that students have opportunity to participate in the government of the campus -- not a peripheral activity of students that is trying to run a little world all by itself, but rather that they take part in the development of policies, administrative and otherwise, that affect their lives as well as those with whom they would work day to day.

This is the community of which I refer, and in which I think might be the basis in which we engage students in the first discussions about government, because, again, I come back to the fact, I would be interested in having them comment. Maybe they do come up with self-government, but I would like to hold before them what I think is a greater opportunity, and that is to deal in a concerned fashion with life at large.

CHAIRMAN LACY: Before Mark speaks again, is there someone else? Mark.

DEAN SMITH: I just wanted to remind you that it

it is almost two o'clock.

CHAIRMAN LACY: It is. We have a business meeting and I have been directed by the members of the Executive Committee to be sure that you all attend. It is going to be an interesting one.

If there are no further questions, we will declare this meeting adjourned with our thanks to you. (Applause)

... The Luncheon Session recessed at one fifty-five o'clock ...

THIRD GENERAL SESSION

Monday, April 6, 1964

The Conference reconvened at two-fifteen o'clock, President Designate Victor R. Yanitelli, S.J., Director of Student Personnel, St. Peter's College, presiding.

CHAIRMAN YANITELLI: I just want all you fellows to relax. This is not an invocation. (Laughter)

The Third General Session of the NASPA Conference is now in session.

A funny thing happened on the way to this particular forum. (Laughter) As I went to my room to get the notes for this introduction that I am supposed to make I accidentally picked up out of the file, instead of the speech on one James McLeod, I happened to pick up the sermon 47-B, on the evils of drinking. (Laughter and applause) You can see this creates a problem. It is a long one, too. (Laughter) However, a sermon really would not be too much out of place -- not so totally out of place anyhow, in this particular context, because as you all know, Jim is a man of the cloth, and you also probably know that he was a war-time Marine chaplain, and the experience was so good in the Marines that he thought he would try college life. (Laughter) I think there were days when he wished the war were back.

Then he moved on to Dean of Students, and if there is one thing which I think characterizes your speaker and your President it is this: that he is NASPA all the way through. He is characterized by his loyalty to this Association for many years, and he is, as you all know, I am sure, a man of total sincerity, the real biblical man without guile.

Now, before I get sentimental, let me give you your President, and my President, Jim McLeod. (Applause)

PRESIDENT JAMES C. McLEOD: Thank you very much, Vic.

Gentlemen, I have no stories to tell. I thought of several. I saw Mark Smith (laughter) and Lacy walk in and thought of many, but we will omit them and I will begin with a poem.

Christopher Morley was known for many of his writings and occasionally when he burst into poetry he was intriguing and fascinating. Vic has already suggested that I am a man of the cloth, but if I were selecting a text, I would not on this occasion take it from the Bible, but rather

from the telephone directory.

Some wise guy suggested that it did not have much of a plot, but it had a wonderful cast of characters.
(Laughter)

But there is a poem by Christopher Morley called The Telephone Directory. May I share it with you.

"No Mallory of old romance,
No Crusoe tale it seems to me,
Can rival in rich circumstance
This telephone directory.
How many hearts and lives unknown
Rare damsels pining for a squire,
Are waiting for the telephone
To ring and call them to the wire.
Some wait to hear a loved one say
The news they will rejoice to know
At UN. 4-2468 or TRinity 5-95-oh-oh.
And some, perhaps, are stung with fear
And answer with reluctant dread,
The message they expect to hear
Means life or death or daily bread.
A million hearts here wait our call
All naked to our distant speech,
I wish that I could ring them all
And bring some welcome news for each."

I think it sincerely describes what anybody would like to do as he begins any speech.

In the midst of this preparation, I picked up a book of essays, one of which was titled "Famous Last Words." It commenced in the lighter vein, recalling that most people these days slip out of the conscious world quietly and last words are not recorded for posterity. One great teacher of yesteryear, Samuel Upham of Drew Theological Seminary, who was renowned for his learning, his wit, his indomitable faith, was dying. The family and friends gathered about his bed, and someone said, "He is gone." Another one said, "Feel his feet. No one ever died with warm feet." At which old Dr. Upham opened an eye and remarked, "Joan of Arc did." (Laughter) And those were his last words. In a way they were great ones, for the wit and humor persisting to the very end were the expression of a high faith without fear.

I hope that is the mood appropriate to begin with these last words from your NASPA President.

I think in all honesty we can point with pride, generously mixed with humility, to the administration of NASPA from June 28, 1963 to date. An Executive Committee which served conscientiously, effectively and unselfishly has accomplished much for our organization. It was in no

sense a rubber stamp committee. They had many disagreements on a great variety of important issues. They debated but did not wrangle. They were patient with one another and with their Chairman, but they ultimately evolved some of the most progressive recommendations for your final decision which I have known in these twelve years in NASPA.

1) First, and most important, is that they have taken the initiative in asserting a position of leadership in the personnel field.

2) We have established a publication which, judged by our contemporaries in the field, has dignity, content and potential for growth. To Glen Nygreen, and his Committee, to Tom Emmet pro tem but a definite first, as Editor, and Dick Siggelkow, Editor-Elect, we owe a debt of thanks.

3) With the great benefit of previous administrations our role in the organization of COSPA has been most significant. The ever embryonic but never very vital IAAC - Inter-Association Coordinating Committee took on a new name and became the Council of Student Personnel Associations in Higher Education. A special word of appreciation to Past President Jack Clevenger, who guided it through its early months, adding lustre to NASPA and demonstrating our capacity to give leadership.

(May I parenthetically insert at this point that I polled the Executive Committee by mail and asked them what they felt were the significant accomplishments of the year. There was unanimity on these first three points.)

4) Also in this short term, both very effectively through our Membership Committee, headed by Jimmy Allen (who is undergoing minor surgery down in Texas and cannot be with us) and the obvious cooperation of many of you here present, our membership, by institutions, has increased from 396 to 425 since last June. Significant is the wide geographical spread which these new additions represent in every area of this country and Canada.

5) The total activities of both committees and commissions have received more financial support, held more meetings and, as their reports indicate, accomplished many significant gains. Albeit, Vice President Mark Smith has watched the treasury and demanded well in advance realistic estimates of needs before any allocations were made.

6) As we gather here, we are participating in the largest conference in our history. We had 430 at Evanston last June. This one is now 475.

7) At the business meeting which follows this period we are presenting to you a broader base for membership which many of us have hoped would be realized. If you

happen to have a copy of the last issue of NASPA, then read page 30 for the details.

8) Both Vice Presidents Mark Smith and Glen Nygreen have done a yeoman task in systematically strengthening the Committees and Commissions.

9) Commission XIII, with its generous Hazen Grant, marks a significant milestone for NASPA. You will learn more of this before the Conference is over, and none of you can escape the Williamson Committee's constant search for answers in the area of Student Rights and Responsibilities.

10) A special cudo to John Blackburn and the University of Alabama for the generous offer to data process the personnel of the member colleges and universities of NASPA.

Just a slight interruption here. May I share with you a bit of doggerel.

The fellows up in personnel,
They have a set of cards on me.
These sprinkled perforations tell
My individual personality.
What am I? I am a chart
Upon the files of I.B.M.
The secret places of the heart
Have little secrecy to them.
It matters not how I may prate,
They punch with punishments the scroll,
The files are masters of my fate;
They are the captains of my soul.
Monday my brain began to buzz.
I was in agony all night.
I found out what the trouble was --
They had my paper clip on too tight. (Laughter)

The Commission on Financial Aids, both within NASPA and, as it has been so ably represented by Chairman Carl Grip, in the Inter-Association Coordinating Committee, has increased the stature of NASPA tremendously in the entire national picture. For detailed story, read NASPA pp. 32-34.

Most of all, gentlemen, your President sensed a tremendous unity and determination in the past year's Executive Committee to get NASPA moving vitally, personally, and professionally. They tackled knotty problems with vigor and urgency. They wasted no time bickering -- yes, I used a heavy hand on occasion, but the esprit of this Committee was excellent. There was a constant reiteration of our need for an ever improved image in whatever we did -- as one expressed, "an emphasis upon academic professionalism." There was

constant evidence of the desire to make our conferences most meaningful and significant.

I would be remiss if I did not say to Don Marsh a thank you for the first and second pre-conference workshops, for as he well knows, from all of us who have observed, but more significantly from those who attended, they have been very important to the future leadership in the field of student personnel.

After this hastily presented summary, my report on the state of NASPA to date, I would point out to those who follow what we as a Committee feel remains to be done by them and by all of us as we support them in the coming year.

We have barely started. Much remains to be done. We recommend:

1) The strongest of support for Dick Hulet and his Committee on Placement. I feel this has the potential to become the most significant placement service in the whole student personnel area.

2) Utilize the accomplishments of the area meetings across the country. Through NASPA, our Journal, inform the membership of the meetings, arrange exchanges, develop new strengths for the National organization, and keep the lines of communication open and functioning.

3) Insure, through careful planning, the preservation of the invaluable records of NASPA.

4) Give serious consideration to an executive officer and a central office.

5) To take careful evaluation of the significant growth of junior colleges and when feasible make provision, and the sooner the better, for including them in our membership.

6) A critical analysis of our Committee and Commission structure is, of course, in order. In Navy parlance, the rocks and shoals will not wreck the ship, but there are a few spots which only a very sensitive radar will pick up on the scope. That is, that as we grow, that we strive as best we can to retain the richness of fellowship which we have known. It is going to be difficult. As we grow numerically we must observe that we are also enriching our professional status and that we will continue to recognize the great importance of utilizing the strength and the talents of the newer members.

I asked the question, in my little questionnaire to the Executive Committee, which we must all ask ourselves:

Are you satisfied with your status in the administrative echelon? Is the dean of students office what it should be? How can we strengthen our profession?

The answers are worthy of distribution, but I must keep faith, so they remain anonymous but can be shared in somewhat expurgated form with only slight editing.

One soul whose answers were succinct and clear did this with an asterisk: Footnote, opposite asterisk, just three little words -- "Of course not!"

And we should not be satisfied, smug, complacent. Actually we are a very young organization and represent a fairly recent arrival in the educational history of this country. Some of us are pretty old, you know, We can recall when the dean of students or the dean of men was a full-time professor who was available for counsel and chaired a committee which handled student problems. He still exists -- in some places. Collectively, we have not achieved the stature nor the status we would like and think we deserve. Yet we are about the only ones left who serve to save the student from becoming an I.D. number, a card in the IBM machine, a person for whom the entire college or university exists and to whom it should give the highest priority.

Maybe we do not deserve any better status if we function only as those who keep the lid on the kettle, keep it from boiling over. We have often allowed ourselves to become managers and manipulators, not always asserted and given adequate proof that we are able, trained, and persons of competency. We have been victims of the squeeze play from the monolithic masses which are better integrated -- the students, the faculty and the upper echelon of administrators.

One suggested that in this age of convenience the business office capitulates to the faculty union, but not to the student personnel staff. It would appear that most would prefer to be what they want most to be, Deans for Students, Dean for the Men Students, and would be so if they were not so frequently burdened with a great deal of administrative detail, and frequently unable to spend sufficient time with faculty colleagues and fellow administrators to keep abreast of the total life of the university.

Another says, "Let's face it, we are the recipients of the ultimate buck as it is passed -- from Presidents, Parents, the Faculty, and Students."

A heartening note is that we are really more appreciated than any of our publics let us know. And we must keep on serving in the knowledge that we are essential to the whole educational process. We really serve as catalytic agents conveying up and out to faculty, administrators,

students, parents and alumni a richer concept of what the college or university is all about than anyone.

One of my good friends once said that the Dean of Students was not just a director of wild life management, (laughter) but rather the individual in the university who does most to make its students as good as the President tells the parents, alumni and prospective donors they are.

Subtly suggested in the report presented is that haunting truth that our organization is getting larger and that in the process we may lose something which has characterized NASPA through the years most of us have known it. It is the same concern which haunts all of our modern educational world -- we are getting so big -- in our universities and in our colleges that the individual is being lost. I am sure we could all make up a list, like the classic one in the Mikado, of people who "would not be missed." But we are not talking about such folk. Our classes are burgeoning, our residence halls bursting, and we are faced as personnel administrators with the discouraging thought and grim reality that the student as an individual is all but lost.

My disciplined studies do not qualify me to deal with the problem in the same way most of you would. My training was not in psychology, nor sociology, but rather in philosophy and in religion. With almost an equal number of years as a college and university and military chaplain, and as a Dean of Students, it was inevitable that I transfer my concerns for students from the former to the latter, and so be concerned with individual students and resultantly create many administrative problems for myself and my staff. I haven't the courage -- nay, desire -- to administer when a student seeks my counsel. So we live in this equivalent of Tennyson's description of nature:

"So careful of the type she seems
So careless of the single life."

Isn't that our greatest problem, really?

Channeled nationalized TV, syndicated news, and worse, syndicated opinion and, in education, standardized tests, machine graded examinations, data processed grading, IBM'd records. Enough! You know what we are up against.

Can we afford to lose these young men and women and ourselves be lost to them? A world in which the individual is liquidated is a world struck by blight.

Of course we cannot eliminate the individuals, for we are too dependent upon them. Man's progress has been realized through individuals.

My training for this work emerged through some familiar stories you know, about a lost sheep, a lost coin, a lost boy.

There was a time when we did not worry about using individualism. That once noble word has been corrupted. Once heroic, it is now deflated. It suggests an economic theory which means economic bedlam. Unfortunately, in throwing out individualism, we have thrown out individuality. We need individuals, the world needs them, and, realistically, in our educational complex we may represent the last group capable of preserving the individual, for certainly the faculty member who lectures to 400 and 500, en masse, and now to even more by closed circuit television, is no Mark Hopkins on one end of the log.

Pardon a parable. A man was reading the paper to his wife and read an article declaring that we were moving into a socialized order. "What does that mean?" she asked. You know how they do that. He said, "It means that the government will take over everything and run it." She said, "They're going to have a lot of trouble with that Jones boy next door." (Laughter)

We know about those boys. The individual does emerge, and very often we find ourselves bogged down in dealing with that type. And we must deal with them.

This President's address will not solve any of our problems, for it follows the noble format of many of its predecessors in highlighting and reminding us that we have chosen to dedicate our lives in a very noble calling which constantly challenges us in the ever-changing world of higher education. I read about ten of them, and that is about it.

In those years when we struggled to grasp an understanding of Kant, and many another of the philosophers, he presented a real problem, for I still feel you should know German to grasp the real depth. One of my professors* said he remembered three words from his course on Kant. Maybe you remember them too -- "Ding an sich." I even remember the translation -- "The thing itself."

I think they say something to us. The really lucky people in this world are those who can do a thing for the interest and joy of the thing itself, without much concern for the trimmings that go with it. Some are born with this gift; some have to achieve it. No matter how we get it, it is the Grand Prize.

*The late Halford E. Luccock, Revered Yale Professor; the following paragraphs are inspired by him.

Sure, there are physicians whose chief concern is prestige. If you have a medical school in your university, ask the dean about the eager beavers on that faculty who give part-time lectures and seek ever-increased academic rank. They love the crowded waiting rooms and crowded safe deposit boxes. But, thank God, the vast majority do not forget the Oath of Hippocrates, they choose the better part; they are servants of human kind, and of God. The thing itself is important to them.

Oh, there are our colleagues in the faculty who go in for status, an ever higher rung on the academic ladder, like the Hindu caste system; more salary, more time off for research, more grants. But again, let us be grateful for most -- the poor, simple souls who gladly teach -- for whom the thing itself is the great delight, the mystery of communication never to show on the payroll or in Who's Who. One thinks immediately of Louis Agassiz standing at a blackboard, a piece of chalk and a clam shell in his hand, with no concern for a world-wide reputation, and having the time of his life.

The artist suggests the importance of the thing itself. Turner painted his sunsets with never a thought of selling the canvas for a thousand pounds. Chances are he was looking at the sunset.

A fateful chasm divides us too. I recall a great artist with words who described the leaders of his time who were terribly concerned about the paraphernalia, not about the thing itself. Remember what he said about them? He said, "They go for and love to have the places of honor at feasts, the best seats in the synagogue, they like to be called teacher -- or 'dean'!" So happy to be elected to something or other on the first ballot, or any ballot; to be chairman of something, if only the committee on complimentary resolutions. But it is a terribly easy way to miss the real thing.

I began with some famous last words. These are mine for you, but they were said by Archibald MacLeish of Judge August N. Hand:

"We are neither weak nor few
As long as one man does what he can do -
As long as one man in the sun alone
Walks between the silence and the stone
And honors manhood in his flesh, his bone -
We are not too weak, nor yet too few."

Thank you very much. (Prolonged applause)

CHAIRMAN YANITELLI: We thank you very much, Jim.

And now, gentlemen, if you will repair to the outer lobby, we will have some "ding an sich" in the form of coffee. (Laughter)

... The Conference recessed at two-forty-five o'clock ...

BUSINESS SESSION

Monday Afternoon, April 6, 1964

The Conference reconvened at three-twenty o'clock, President McLeod presiding.

PRESIDENT McLEOD: May I remind you, gentlemen, that copies of the agenda, copies of the constitutional proposed changes are available at both entrances as you come in. If you did not get them, take time now to go get copies of it. It will be much easier to follow the proceedings if you have them.

Gentlemen, may I ask those whose names appear on this agenda to come down near the front so they do not have too far to travel when they make their presentations. Phil Price, Glen Nygreen, Tom Emmet, O. D. Roberts.

The Business Session will come to order.

Just one brief statement. I would like to remind particularly the wearers of the green ribbon, younger men in the organization, to look at us older, gradually growing decrepit individuals, and recognize there is a lot of work to be done in this organization. We want your help. We need it. So do not hesitate, as you become familiar with the organizational structure, to volunteer your services, to indicate your interest in committees, commissions, ways in which you may serve.

It has never been true of NASPA that people are so humble about their abilities that they stay in the background all the time, but there are those who have talents that we would like to know about, so please come forward.

The first item on the agenda is the presentation of the statement of function, as revised, which will be shared with us through Phil Price. Phil, will you take the rostrum.

DIRECTOR PHILIP PRICE (Statement of Function; Director of Student Activities, New York University):
Mr. President, Fellow Members: Last year, at Evanston, we discussed and I spent some time telling you about the statement of function. It has been distributed to all of you. I think it does not need to be read at this point.

Mr. President, on behalf of the Executive Committee, I move the acceptance of the Statement of Function as presented by the Secretary. (See Appendix C)

PRESIDENT McLEOD: Is there a second?

DEAN O. W. LACY (Dean of Students, Trinity College): Second the motion.

PRESIDENT McLEOD: Any discussion? Have you all had an opportunity to read it? This is the result of careful study and some hard work on the part of people to clarify our statement of function.

If there is no discussion, I will call for the question. All those in favor of the adoption of the statement of function will indicate by saying aye; opposed. Carried.

Thank you very much, Phil.

DIRECTOR PRICE: May I make a commercial? A commercial: During the past three or four -- I am Philip Price, New York University, and you may know that in New York City this year we are having a World's Fair. During the past few weeks I have received letters from about three of you who are having difficulty arranging accommodations in New York City. As a result of this and some discussions with our business office, we have decided to open part of our residence halls for persons who are in the educational field who find that they cannot get any other place to stay in New York. I would be delighted to hear from any of you who have this kind of trouble and wish to stay at a college campus during your stay at the World's Fair, for a reasonable charge. So please do not hesitate to write to me. My address is in the directory and I will look forward to hearing from you if you get stuck for accommodations.

PRESIDENT DESIGNATE YANITELLI: I know this is a classic example of the futile question, but do you have accommodations for wives too? (Laughter)

DIRECTOR PRICE: Yes, and children. (Laughter)

PRESIDENT McLEOD: I saw Ted Zillman's hand up. Ted.

DEAN THEODORE W. ZILLMAN (Dean of Men, University of Wisconsin): I do not know why in the dickens he asked

that question. That is mine. (Laughter)

PRESIDENT McLEOD: Did someone else have their hand up?

DEAN BLAESSER: This is not a commercial. The Greater New York Council on Foreign Students, with the aid of the Rockefeller brothers, is providing a housing service for foreign students who visit the World's Fair during the next two summers. So if any of you wish to get word to your foreign student advisors that there is this service, the location is 118 West 57th Street, and they will be given considerable service in locating housing.

It is called the Greater New York Council on Foreign Students, 118 West 57th Street.

PRESIDENT McLEOD: Just so long as we can personalize it --

DEAN BLAESSER: Blaesser, City College. The person to write to would be the Executive Director of this Council, who is Mrs. Ruth Purkable. Wives are permitted.

PRESIDENT McLEOD: Thank you very much. I wish all commercials would be as painless as these have been.

The second item on the agenda concerns the name of this Association. This will be presented by Vice President Glen T. Nygreen, Hunter College. Glen.

VICE PRESIDENT GLEN T. NYGREEN (Dean of Students, Hunter College): President Jim and Members of NASPA: In 1951 the name NADAM, National Association of Deans and Advisers of Men, was changed to its present form, National Association of Student Personnel Administrators. This action was taken, as the minutes of that conference show, for several good and sufficient reasons; namely, that a good many of our members, having been deans and advisers of men, were carrying broadened responsibilities, for men, for women, for students of all classifications. They were also carrying this responsibility under a wide variety of titles and there was some feeling that perhaps the title Dean of Men might be slated for the discard.

There was some discontent with the title NASPA, and over the years that discontent has been expressed by a number of Presidents of NASPA. You will recall Fred Weaver's rather eloquent plea for the inclusion of the word "Dean."

There has also been the recognition that a growing number of Canadian colleges and universities are developing excellent student personnel programs, and perhaps even the word "National" is today a bit out of place in our title.

The Executive Committee has had before it the

report of a committee studying the change of name, and function. This committee surveyed the membership and brought in a long list of possible names. After weeding - this out, the Executive Committee had before it the recommendation and a motion to adopt a change of name to read "The Association of Deans and Administrators of Student Affairs."

This name would remove the word "National." It would include the word "Dean." It would eliminate the term "Student Personnel," which is all too often confused with the non-academic personnel functions usually related to a business official, and would add the term "Student Affairs" so as to include in broad focus all administrative officers or deans who had a direct concern for the welfare or the services provided the students.

The discussion in the Executive Committee was devoted to the question of whether we should make an immediate name change or whether we should approach this in a more gradual fashion.

There was a segment in the Executive Committee that argued persuasively that the initials NASPA and the name it represents has acquired a great deal of status and recognition in the world of higher education. It has been enshrined in the title given to Volume I of our Journal. And so a substitute motion, or an amendment, really, was proposed to the effect that we should retain the initials NASPA in the name but adding the clarifying statement wherever appropriate, such as on all publications of the Association, our letterhead, etc., the clarifying phrase "The Association of Deans and Administrators of Student Affairs, founded in 1919."

Now, presumably, if we were to do this, usage would bring us to the point at which a later total change of name might be easily accomplished, and we would discover whether we were really as pleased and happy with it as some of us thought we would be.

The Executive Committee found itself evenly divided between those who would argue "Let's change it now" and those who would be more gradual.

The tie vote was resolved by the vote of the presiding officer, and the recommendation which is before you on behalf of the Executive Committee, President McLeod, is: I move that the name NASPA be retained, with the clarifying statement added wherever appropriate "The Association of Deans and Administrators of Student Affairs founded in 1919."

PRESIDENT McLEOD: Thank you, Glen. May we have a second?

DIRECTOR PRICE: I second the motion.

PRESIDENT McLEOD: The question is open for discussion. Any discussion?

... Calls for the question ...

PRESIDENT McLEOD: If there is no discussion, I will call for the question. All those in favor; opposed. It is carried. Thank you very much.

This is very unlike the Executive Committee.
(Laughter)

Our next proposal comes under the heading of "Three Constitutional Changes," and they will be presented by Thomas Emmet, member of the Committee, Dean of Men at the University of Detroit. Tom.

DEAN THOMAS A. EMMET (Dean of Men, University of Detroit): President McLeod and the Membership: When I assumed the job as Editor of the Journal it became very apparent after the first Journal had been on the street, so to speak, that one of the problems we had in the Association -- and of course we have been discussing this on and off for sometime anyway -- was the problem of who is entitled to get what and what kind of personal identity did the membership have with the Association, inasmuch as we are traditionally an institution membership association.

This posed a lot of problems, and there were a number of interesting letters. If you will notice, those who wrote to me and took the time, and there were many, that we said the Executive Committee was working on it and we hoped to have a report on it.

At the January meeting, in which the name was so seriously discussed, we tackled in great depth the problem of the membership, and at the same time tried to tidy up in some other places a few problems that were in the Constitution which were of some major import to the continued operation of this Association.

You have before you in the last four pages of the data there the actual proposals. I think it would be foolish to read them here, inasmuch as you can look at them. You also have a copy of the Constitution of the Association as it presently exists.

Inasmuch as there are three amendments, Mr. President, I think we should take them one amendment at a time.

PRESIDENT McLEOD: Seriatim. One at a time.

DEAN EMMET: The first one deals with Article III,

which is the actual clauses dealing with the membership in the Association. And in order to perhaps clarify one point or another here, in the last few days we submitted these to a number of people, including Commission I of the Association, and the Executive Committee rehashed it.

You know, after you do something in January and you take it home and read it over you begin to restudy it. In my travels around the country, and a number of the other men, in their travels around the country, have asked a number of deans their viewpoints, and a number of letters have come in to clarify one or two points in here.

One thing that might be clarified is on the second page of that item number four, page two, under B, where it says "The Executive Committee proposes a fee of \$10.00 (Ten) for Institutional Delegates, Associates, and Student Affiliates. This recommendation is connected with the Constitutional changes specified above but is not in the Constitution as such."

You want to watch very carefully the wording there of what is an institutional delegate. We no longer have the old term "institutional representatives." They are now known as voting delegates, and the institutional delegates are defined in Section 3 of the proposal, item two, and this would work this way: That it was felt that perhaps the institution should have the opportunity to decide itself whether or not it wished to pay the fees of the other institutional delegates or whether the individual wished to do so. This would of course be at the discretion of the institution.

So, as a clarification, not as an amendment to the Constitution or anything like that, but for the benefit of the membership and as a clarification -- and when the minutes come out this will be in the minutes of this document -- Commission I recommended and the Executive Committee also recommends that at the discretion of the member institution the fee or fees for one or more institutional delegates may be included in that institution's dues by the addition of the appropriate amount, at the current rates for institutional dues and the proposed rate for the institutional delegates fees.

Thus an institutional member who wishes to include the fee for let us say one additional delegate would pay the \$50.00, plus \$10.00 for the additional delegate. That would let, say, the chief student personnel officer and let us say the dean of men in that particular institution attend. If they wanted to include the assistant dean of men, that would be an additional \$10.00, or \$70.00. They would have the option of saying to the assistant dean of men, perhaps, "Would you like to be included?" "Yes, I would." "Well, the institution can't pay it, but you are

perfectly welcome to pay it." Then he could affiliate through the approval of the voting delegate to be an institutional member of this Association.

Another clarification might be in order, and that is in Section 3, item iii, under "Associates." Notice, it is not "associate members." We do not use the term "member." We use the term "Associate."

In that case some may ask us "Who will determine who are to be associates and who are not?" Again, the clarification, not a Constitutional amendment, the Executive Committee, in discussing this, is going to recommend and work out the details in the next few days, that we reconstitute a membership committee which will handle individual cases and policy. And as we make the policy and determine the thing, on the basis of the kind of applications we are getting -- it is a little early to determine something before you are sure you are getting applications in this respect. We have to have a little experience with this to work out policies -- report that to the membership through the Journal or through the Secretary, depending on the gravity of the situation.

Therefore, Mr. President, with that background, I would, on behalf of the Executive Committee, move the adoption of the amendment to the Constitution in Article III.

PRESIDENT McLEOD: Thank you, Tom. Is this clear?

... Cries of "No" ...

DEAN EMMET: All right, question.

PRESIDENT McLEOD: A question for clarification. What do you wish to have clarified?

DEAN ROBERT H. SHAFFER (Dean of Students, Indiana University): Mr. Chairman, what is the purpose of the institutional delegate and institutional associate? As I take it, this has nothing to do with registration fees at all of the conference. What is the purpose of it? I do not see what this relationship is.

DEAN EMMET: Bob, your terminology is still confused. The institutional delegate, first of all, is the voting delegate.

DEAN SHAFFER: Right.

DEAN EMMET: Item i, that is what is the old institutional representative. Then, for the benefit of other members of your staff who the institution or them-

selves wish to feel a direct association with this Association would become institutional delegates and would receive the publications of the Association, would be able to use the placement service, and such, subscribe to the Journal, serve on committees and commissions, hold office, and so forth, in this Association.

In other words, it gives them a personal identification with the Association and still preserves this Association as an institutional member association.

The associates are persons employed in higher education not connected with a member institution, or those who are engaged in other areas of activity within a member institution.

For example, it is conceivable, perhaps, that an academic dean may wish to affiliate with us who had perhaps a lot of personnel duties in counselling freshmen and sophomores and so on, and felt he was a personnel man. There are conceivable things like this. We have no real provision for these people at this time, and it seems to us that as we grow, in the future, this is a very significant proposal.

Does that somewhat clear the air, Bob? I am not really adept at this.

DEAN SHAFFER: Is the purpose then to limit and define the specific membership for purposes of organizational activity?

I am not clear what the purpose of the classification is.

DEAN EMMET: Which one, Bob? Institutional Delegates?

DEAN SHAFFER: That is right. Is the purpose to define more clearly what members of the institutional staffs may participate in the official activities of the Association? If it is that, I can understand it.

DEAN EMMET: Yes.

DEAN SHAFFER: But if it is to include people --

DEAN EMMET: That is exactly what it means.

DEAN SHAFFER: If it is to exclude people --

DEAN EMMET: No, no. It is to clarify, very definitely.

I have talked to a lot of young fellows -- well, in my own case now, I am going to, as most of you know,

become Associate Dean of the Arts College and Consultant of Personnel Services in the University. I feel that I would like to have a definite commitment to this Association, as I intend to continue to come to its meetings and be active in it. For years we have had the example, for instance, of Carl Knox here, who is the Secretary-Treasurer of the Association, who is not technically the representative of his institution.

DEAN EDWARD C. MCGUIRE (Dean of Students, University of Rhode Island): Why are you charging the student the same price you are charging what you call the associate and the institutional delegate? It seems to me that both these people would be full-time working individuals, where a student certainly is not --

DEAN EMMET: We try to help the student in the conference fee by reducing that, and the actual amount of service and goods amounted in this, we feel it reaches in cost, or will when we finish our planning, will get beyond the fee, and we feel that we have to keep it at that level if we are going to operate. We do try to help the student at the lower level.

You may disagree on it. We have not had enough experience with it yet. I am not sure on it yet myself. We do not know enough about that aspect of it yet. We want to try that out. We felt on that that we had a little discussion on it and thought we ought to give that one a whirl and see what happens.

DEAN G. R. SCHWARTZ (Dean of Students, Western Illinois University): Tom, does that imply that the registration fee would be the same across the board for anyone attending the conventions?

DEAN EMMET: Not for the student. The student would be \$5.00.

DEAN SCHWARTZ: But no different otherwise?

DEAN EMMET: He would pay these fees if he came. He can still come without being a student affiliate and pay his \$5.00 registration fee and go to the convention and so on.

DEAN SCHWARTZ: But anybody, either the voting delegate or the associate, would have the same fee?

DEAN EMMET: Voting delegate or the associate has the same fee, yes. \$15.00.

DEAN WINBIGLER: Tom, is it clear that the fee is really for services rendered? That is, the \$10.00 fee is approximately the value placed by the Executive Committee

on the individual mailings to each of these and that those who were identified in the future as institutional delegates, associates, and student affiliates will receive publications of the Association?

DEAN EMMET: That is right -- brochures, the directory.

DEAN WINBIGLER: Which have a cost of approximately \$10.00, and this is quite apart from any conference.

DEAN EMMET: That is right. One thing will be Don's excellent directory, which he puts out through Commission I, of the affiliated personnel service organizations, and this is a handy thing to have on the desk, believe me, to keep track of the alphabet.

DIRECTOR HOWARD DAVIS (Director of Student Affairs, Southern Illinois University): In the case of institutions with multiple campuses, how do you define the institutions and/or the voting delegates?

DEAN EMMET: Traditionally, it seems, in most cases, the institutions that have multiple campuses have for the most part been taking multiple memberships. There has been a feeling in a lot of them that there would be autonomy.

This is one of the questions we are going to have to study with this new membership committee and come up with an answer on it. This did come up yesterday and somebody raised it, and in all modesty, you cannot think of everything all at once, and I do not think we have completely resolved that one problem yet. It is going to be a growing problem, and I think we have to pound out a little more on that one and keep you informed, as I said, on what we would recommend on that.

I think the present number -- Carl, maybe you can correct me -- what is the status of multiple memberships of institutions? Do you have any idea on that?

DIRECTOR DAVIS: I might share our experience.

When Congress Circle moves to a four-year degree-granting status it immediately pays its own institutional membership and is not a part of the University of Illinois membership.

DEAN EMMET: Mr. Davis, you are in that category at the present time.

DIRECTOR DAVIS: Yes. I wondered if there was a change in this. It was not defined here. I am assuming that it is as it has been. I wanted clarification.

SECRETARY KNOX: Yes.

DEAN EMMET: Yes, as it has been.

Any other questions? I think that takes care of it, Mr. Chairman.

PRESIDENT McLEOD: Have we cleared up the majority of the questions, I hope?

The motion has been made by Tom Emmet. Is there a second?

DEAN LACY: I second the motion.

PRESIDENT McLEOD: The motion is made and seconded for the adoption of this principle. Any further discussion?

... Calls for the question ...

PRESIDENT McLEOD: Question. All those in favor; opposed. It is carried.

DEAN EMMET: The second one is on page 3 of item number four. At the present time we have in the Constitution a Committee on Nominations and Place which sets the place of the Association. The Committee on Nominations and Place met last night, and the Executive Committee took this also up in January, and O. D. will be reporting shortly on some of the problems that we have concerning the place of future conferences.

One of the difficulties we have is that the Committee on Nominations and Place meets at the convention, and offers from hotels and the complete study of the situation, the conference chairman going out and doing the field study, so to speak, to see what facilities look like and so on, have to be done between time. The Executive Committee meets two or three times a year. They are much more in touch with the so-called day-to-day operations of the conference and its problems.

We have felt for quite some time -- and this is endorsed by the Committee on Nominations and Place, of which I was a member, thanks to your kind election -- that we should move, Mr. President, that Article IV, Section 9 be amended and the words "and Place" be deleted from the line that says there shall be a permanent Committee on Nominations and Place, and that there be substituted Article IV as it appears on your sheet, which virtually, in a word, gives the power to determine place to the Executive Committee. I so move the adoption of that change.

PRESIDENT McLEOD: You have heard the motion. Is there a second?

DEAN WINBIGLER: I second the motion.

PRESIDENT McLEOD: Discussion?

... Calls for the question ...

PRESIDENT McLEOD: This is a very practical matter. Thank you. All those in favor; opposed. It is carried.

DEAN EMMET: The third change simply brings into focus something that was done on the floor a few years ago where it was determined by the convention, informally, to include the Historian as a member of the Executive Committee. It is felt that with the 50th Anniversary coming up in a few years the function of the Historian is unique and important in the next few years more than ever in this Association, because we will be preparing periodicals and so forth for that occasion. Therefore I would like to recommend the change in Article IV, Section 6 to include the Historian formally as a member of the Executive Committee (he has been a sitting member of the Committee for the last few years) to bring the Constitution into complete, shall we say, tidiness.

DEAN LACY: I second the motion.

PRESIDENT McLEOD: The motion is made and seconded. Any discussion?

I call for the question. All those in favor; opposed. It is carried.

Does that complete your report, Tom?

DEAN EMMET: Yes.

PRESIDENT McLEOD: It is my pleasure to again present our Conference Chairman, O. D. Roberts. O. D.

CONFERENCE CHAIRMAN O. D. ROBERTS: President Jim, Members: I think all of you realize that Jim's fine presentation this afternoon was hot off the press, but it shows you how rapid growth can be in these days.

I think he gave you the figure of 475. My latest advisement from the registration tells me that we are now over 510. I am sure that this must indicate to you some of the problems we have in terms of arranging conferences.

The time of the year in which we have our conferences is important, and the location of the conference, in terms of the section of the country -- we try to implement a rotation program to give more people the opportunity to attend at not excessive travel rates. In addition, we

must be able to go into facilities which can accomodate this growing number of people who are attending our conferences. The latter item has to some degree already practically ruled us off college campuses.

In light of these things, I would offer a number of items here for you to be aware of, as recommendations from the Executive Committee, and with the endorsement of those of us who have worked on the past conferences.

In 1965, or next spring, we will meet in Washington, D.C. at the Sheraton Park Hotel. The dates are April 4-7.

In 1966 the projected place is Seattle, Washington. The date is probably to be late June, and the exact place will be announced later.

1967, the Executive Committee has taken under advisement and reconsideration the site which had previously been announced and is recommending that it be changed to Cincinnati, with the meeting to be held in April, the specific place to be announced later.

Because of the factors I mentioned earlier, we are also having to reconsider the location of the 1968 conference. In the very near future we will offer to the membership a recommendation on that.

I move the acceptance of the report.

PRESIDENT McLEOD: A proper motion would be for the acceptance of the report.

DEAN LACY: I second the motion.

PRESIDENT McLEOD: The motion has been made and seconded. Any discussion? Any questions?

DEAN S. J. HOUSE (Dean of Students, Newark College of Engineering): Mr. Chairman, could I ask O. D. why it is that the Committee on Place has never considered New York City, in view of the numbers and the facilities?

CONFERENCE CHAIRMAN ROBERTS: I cannot answer that question, frankly. I do not think we have every actually had -- at least in my time with the Association -- a specific recommendation.

I might insert here -- I have forgotten that we are interested in invitations for '69 and '70. I have had several, and we would like to have others.

VICE PRESIDENT NYGREEN: Mr. President, I would like, as a newcomer to New York, to respond to the question

of why we do not consider New York as a site for a NASPA conference. It is just too costly.

PRESIDENT McLEOD: Did you get the answer? It is just too costly.

Another New Yorker said there are too many diversions.

VICE PRESIDENT NYGREEN: That is part of the cost. (Laughter)

PRESIDENT McLEOD: The whole thing is getting out of hand. (Laughter) We will return to business.

The motion has been made and seconded.

... Calls for the question ...

PRESIDENT McLEOD: All those in favor; opposed. It is carried.

Now may I present our hard-working Secretary and Treasurer, Carl Knox, on election of members, Committee on Nominations and Place.

SECRETARY-TREASURER KNOX: The last Executive Committee meeting in Chicago, one of the fellow deans on hand drew me aside and said, "Carl, I owe you a dinner." He then explained how he had been on a little recreational venture in late August, on the northwest side, a place called Arlington Park, and was having a horrible day at the windows. Suddenly he noted that a horse named Dean Carl was running in the next to the last race.

Well, \$44.00 on a \$2.00 ticket was the general result.

Now, most deans have been compared to more specific anatomical portions of a horse (laughter) but rarely in such a pleasant vein. (Laughter)

Before the end of April -- this is an announcement -- ballots will be in the hands of all voting delegates to elect the six lay members of the nominating committee for next year. The Executive Committee hopes that this change in timing will draw a more sizable participation.

The possibility of developing a slate of names with provisions for write-in was considered. Also, the idea was contemplated that maybe one might vote during the conference for members for the following year.

You see, the experience of this year was that a total of about 120 ballots named some 90 NASParticipants

as possible nominees for the Committee on Nominations and Place. The two top vote-getters received twelve votes apiece, and the final two members that were elected to equal the six were named eight times.

Now, by retaining this sample of pure democracy in action, but by having the voting done closer to the time of the conference, it is hoped that a wider base of our constituency will be served. So please bear this in mind when the ballot comes in. Send it on back to us, and we will have an enlarged participation, we hope.

PRESIDENT McLEOD: If I interpret this correctly, this is a suggestion or a recommendation from our Secretary and Treasurer for a change in procedure, with reference to choosing the Committee on Nominations. Do I hear a motion for its approval?

DEAN LACY: I so move.

DEAN WILLIAM TOOMBS (Dean of Men, Drexel Institute of Technology): I second the motion.

PRESIDENT McLEOD: Any discussion?

PRESIDENT DESIGNATE YANITELLI: Mr. President, are we moving an action here or simply the approval of Carl's exhortation to us to answer his mail?

PRESIDENT McLEOD: Approval, and the procedure is somewhat different than the previous year's, and I think this is important that we actually approve the change in procedure which has been followed up to this point, when the Committee was known as the Committee on Nominations and Place.

Now it has only to do with nominations.

PRESIDENT DESIGNATE YANITELLI: All right; thank you.

PRESIDENT McLEOD: All those in favor of it. Opposed. It is carried.

I kid you not, this Committee has brought up a lot of business.

Next is the progress report by Dean E. G. Williamson, University of Minnesota. Ed.

DEAN E. G. WILLIAMSON (Dean of Students, University of Minnesota): Mr. President, and Gentlemen: I have been asked by the Executive Committee to make a progress report on our investigation under the supervision of Commission VIII.

As you remember, this study was authorized at a meeting in Colorado Springs, under the heading "The Student and Social Issues."

Usually these are actions, demonstrations, expression of opinions and positions and advocacy on controversial issues. No one seemed to worry about the non-controversial expression of opinions.

After two years of careful study on the part of the Commission and two and a half years of efforts to raise money, we have received, as you know, a grant of \$50,000.00 from the Hazen Foundation. We worked with our consultants on sampling and consultants in social psychology to formulate a study (painless, we hoped) which would questionnaire on key questions five respondents from each campus: the dean of students, acting as the central agent, the president, the president of the student body, the editor of the student newspaper, and the chairman of any faculty committee in charge of student affairs.

We felt that these were the five agents responsible for determining the degree and nature of the openness of the campus and the freedom of expression of points of view on controversial issues.

I may say that we have still under consideration querying a sixth agent, namely the chairman of the board, with the permission of the president. This has not been decided.

Certain auxiliary studies were authorized which we may or may not undertake with regard to the legality and the history of the efforts of students to achieve this kind of academic freedom of discussion on controversial issues.

We have queried the deans of students and received replies from nearly all of them. The response has been very gratifying and quite unusual.

We have now in the mail -- and have received some reply -- considerable replies from presidents. By this time there should be in the mail questionnaires for the other respondents, and probably by the time some of you return home you will find the questionnaires on your desk.

I may say that these questionnaires were extremely carefully constructed and pre-tested, both within the Commission itself and on a number of presidents and students and faculty members, so that we hope we have a questionnaire which is relatively simple but which is quite searching.

I do not know what the results will be, but at least I am confident that for the first time in the history of America we will have an authoritative delineation of the

forms of freedom of expression that are to be found in different regions of the country, and in different types of institutions.

After we have completed the study, it is the expectation that the Commission itself will write its own interpretation, summary and recommendations for consideration by individual institutions, each in its own way. There is no thought of a national program or pattern of freedom of expression; rather are we trying to persuade everyone to give academic thoughtful consideration to the nature and desirability of freedoms within the mission of the institution itself, as defined by itself.

Now I would like to ask my colleague in charge of the technical aspects of this study, John Cowen, to give you some of the figures, some of the statistics with regard to the number of questionnaires mailed and received.

MR. JOHN COWEN: Dean Williamson, President McLeod, Vice President Nygreen, who is at Hunter College -- and this is our private joke -- and those of you who I think are no longer representatives, whom I was going to address, but who are delegates, associates and others due to your previously moved and adopted resolution: Permit me to comment briefly on the work of Commission VIII, for truly it is a working Commission; a working Commission, I might add, which believes in putting non-commissioned members -- even non-NASPA members -- to work.

Those of you who have the delightful nom de plume of research agent on your campus or here in attendance have already been laying the groundwork for us, for the successful fruition of more than three years of discussion and writing by members of the Commission. When you return to your offices, either refreshed or fatigued by this Conference -- I am not sure how your convention behavior prepares you for your return -- you will find that Commission VIII is still relentless in its desire to have you work.

We did this. We have scheduled our questionnaire output to the Deans because we did not want you going home thinking you had really cleaned off your desk and that there was nothing left to do. You will find that we have fulfilled our promise to deliver a packet of questionnaires to your desk only one day behind our rubbery time schedule in which you have anticipated and asked me already when they would come. Now they have been sent out on April 2nd to you and you will have them when you get back.

Most of you have received the statement of rationale and design and have read it carefully. I am sure that you have talked with your presidents, you have talked with a number of other persons on your campus. You have the groundwork well laid for us.

I would like to indicate that not a deadline date but a target date for return of questionnaires for the four respondents other than presidents is set for April 17th. The reason we set it on April 17 rather than the 15th is that the Internal Revenue Service beat us to the 15th and theirs is truly a deadline. Ours is a target date.

I do not want to stress that there will be a period of grace, because I do not want you to get the impression that you can wait forever on these. Actually we want them immediately returned if possible, but we recognize that each institution is idiosyncratic, that each institution has its own problems, and we will be working on you starting on April 17th, through the next few weeks, to get them back. So if you can get them in by April 17th, and see that other persons do, then you can get a congratulation on April 17th rather than a due notice.

I would like to commend in detail the NASPA persons, representatives, associates, or what have you, who have responded so graciously to President McLeod's inquiry to become a part of the study and to Dean Williamson's inquiry and urging.

A phenomenal result to report: We have received word, not all willing, but we have received the courtesy of response from 98 percent of the persons who are members or from the institutions which are members of NASPA. This is fantastic for those of you who have worked with questionnaire reports.

For the non-NASPA institutions, 624 of them, we have received a courtesy of response from 89 percent -- still magnificent responding.

This is on the inquiry, not the questionnaire.

We have received at this point only 5.9 percent refusals. About 59 schools, for various reasons, have said they cannot participate. We are still shooting for and hope to obtain 90 percent cooperation, because we realize that through this very fine cooperation that you have given us thus far, and through the cooperation that will come from the other schools, that we will have the data then upon which to make recommendations. The Commission then can make recommendations from significant data.

Mr. President, on behalf of Dean Williamson, I move the adoption of this as a report.

PRESIDENT McLEOD: Thank you very much, Ed, and John.

You have heard the motion that we accept this progress report.

... The motion was duly seconded ...

PRESIDENT McLEOD: All those in favor; opposed.
Carried. Thank you very much.

I am sure you will recognize, gentlemen, that this is one of the things which NASPA has undertaken to accomplish which has probably resulted in as wide publicity and knowledge in higher education in the United States as anything which we have undertaken in the past.

An announcement concerning a student government conference in St. Louis, Don Winbigler, Dean of Students, Stanford University; Past President. Don.

DEAN WINBIGLER: Mr. President, for many of you the student body president on your campus has received an invitation to attend a student government conference at Washington University in St. Louis, on April 17-19.

For many of you there has also arrived on your campus a personal invitation to you to attend this conference. In case you do not remember it, I suggest when you go home you ask your secretary to look in the file headed USNSA, etc., and she may find it.

The conference apparently is being sponsored by some fifteen or twenty institutions -- at least the names of fifteen or twenty institutions appear on the masthead, ranging geographically from the east coast to the southwest.

Commission I does not have full information regarding the nature of this conference, but there are some indications which lead us to believe that this might conceivably be something of significance to our several institutions, and also to NASPA. This is not a commercial and not an endorsement, but the Executive Committee has approved our recommendation that an official observer from NASPA be sent to the conference, and, as a matter of fact, we will probably send two. But Larry Riggs has accepted the invitation to be one of them.

You will note from the outline of the agenda that any NASPA participants who plan to attend or are interested in attending are asked to get in touch with Jim McLeod or Carl Knox.

We think this is something that NASPA should be fully informed about.

PRESIDENT McLEOD: Thank you, Don.

I do not believe this needs any action by the total group at this time. We are merely keeping you abreast of an embryo organization which may have significance for us in our work.

The next item of business comes from the Committee on Fraternity Relations, Roland Patzer, Dean of Men, University of Vermont. Roland.

DEAN PATZER: President McLeod, Fellow Delegates and Associates: During the course of this year the Committee on Fraternity Relations endeavored to subdivide the work and efforts of problems in the fraternity field. One of the areas of concern of the Committee, the sub-Core Committee chaired by my colleague from Rutgers, Earle Clifford, was the question of unilateral action on the part of deans and on the part of fraternities, with regard to disciplinary actions. As a result, a series of recommendations were made, one resulting in the program tomorrow afternoon at two o'clock, in the panel.

A similar program will be planned and executed for the College Fraternity Secretaries' Association meeting in July and following.

The NASPA Committee on Fraternity Relations recognizes that there are a number of problems connected with the current practices and procedures regarding college and national fraternity disciplinary actions. We reaffirm the clear recognition that colleges and universities are ultimately responsible in all matters of student discipline and we recognize the right of any national fraternity office to take disciplinary action with regard to a local chapter.

Within the context of the preamble, we recommend to our membership A: In all cases involving the official status of the local chapter of a national fraternity there should be regular communication among all interested parties of information regarding the incident or penalty actions taken. No party should take action which involves implementation by another party without prior consultation with that party. B: It is further recommended, in the event of approval of the foregoing, that this recommendation should be shared in some appropriate fashion with the officers of national fraternities having authority and responsibility to act in disciplinary situations.

Mr. President, I move the adoption of this resolution.

PRESIDENT McLEOD: Thank you, Roland.

You heard the motion for adoption of this resolution which emerges from, I am sure, a sincere effort on the part of the Committee on Fraternity Relations to clarify this area of possible tension. Is there a second?

... The motion was duly seconded ...

PRESIDENT McLEOD: The motion is made and seconded. Discussion?

... Calls for the question ...

PRESIDENT McLEOD: Call for the question. All those in favor; opposed. I declare the motion carried.

At this time it is my pleasure and privilege to present the Senior Past President present, who has been here a long enough time during the Conference to act in the capacity as Chairman of the Committee -- and we had to use this, since action had not been taken on the removal of the word "Place" -- the Committee on Nominations and Place. Jack Stibbs, Past President of NASPA, Dean of Students, Tulane University, New Orleans.

DEAN JOHN H. STIBBS (Chairman, Committee on Nominations and Place; Dean of Students, Tulane University): President McLeod, Members of the Association: "Shorty" Nowotny is actually the Senior Past President in attendance, but "Shorty" was late, his wife was ill, and I was, therefore, asked to chair the meeting of the Committee that is now known and will be known henceforth as the Committee on Nominations.

The composition of the Committee is outlined in the program, made up of Past Presidents and six elected members, and I am representing and speaking for the Committee.

As you know now, the Committee itself unanimously supported the suggestion that the place of the meeting be established, for very good reasons, by the Executive Committee of the Association.

In respect to its major business, the Committee recommends the following slate of general officers of the Association for next year, and some for years following.

For Assistant Program Chairman for next year, for 1965, Dean Thomas Emmet, Dean of Men, University of Detroit.

For Secretary and Treasurer for a three-year term, Carl Knox, the Dean of Men at the University of Illinois.

We have to elect two Vice Presidents Designate. For Vice President Designate, Dean David Robinson, Dean of Student Affairs, Emory University. For Vice President Designate, Dean A. T. Brugger, Dean of Men, UCLA.

For President Designate, Dean Glen Nygreen, Dean of Students, Hunter College.

We hope that you agree that we have in this slate a balanced group of Deans of Students and Deans of Men, representatives of both large and small institutions.

These names, Mr. President, are placed in nomination unanimously by the Committee on Nominations. And in Fred Turner's recollection, this is the first time this has happened in a long, long time.

PRESIDENT McLEOD: Thank you, Jack.

You have heard the report of the Committee on Nominations and the motion for its adoption. Do I hear a second?

DEAN WINBIGLER: Second.

PRESIDENT McLEOD: The motion has been made and seconded. All those in favor; opposed. It is carried unanimously. Thank you very much, Jack.

Now, one interruption at this point. Is Dean Arno Nowotny of the University of Texas present? Shorty?

He crossed me up. I wanted you all to meet, if you had not, the Senior Past President of the organization, and he promised to come up and have you see him. And he would have to come up to have you see him. (Laughter) He is one of those men in whose presence I feel like a Texan. (Laughter)

The report of the "Secretariat."

Off the cuff, but as clearly as I can present it to you, gentlemen, it is taking the long view of the growth of our organization, represented by the statistics which you have heard. In the time when a large conference of NASPA was 200, and 225, to one which has grown to the size of this one, it is reasonable to expect that the burden of the Secretary-Treasurer increases with each passing year. I am glad that you have made provision for assistance for the person who is charged with the responsibility of carrying out a conference in a three-year elective office. But, surely, I am certain that you recognize the necessity of our doing an increasingly efficient job and, as we expand, of necessity, not asking any one institution to give so much of one man's time -- and, incidentally, so much of that institution's space and secretarial help, all for the love of NASPA.

So your Executive Committee recommends that a subcommittee be appointed to study, during this next year, the possibility of the creation of a secretariat, the location, the conditions under which the person would be selected, and so on, to come about as the result of a very careful study

which may well take more than a year, but for the immediate future, that we appropriate from our treasury a sufficient amount of money to make it possible for the present incumbent in the office, and the one whom you have recently re-elected to that office, to have sufficient secretarial help to carry on the work of NASPA from his office.

Briefly, this is my report on the secretariat. What I am asking, really, is approval of the steps which we contemplate taking, and to keep the membership informed.

The amount of money to be expended is not so great that it will break the bank, but very definitely we do not want to move in this direction without informing the membership of what we are contemplating at this point.

Does this suffice for an interpretation?

SECRETARY-TREASURER KNOX: I believe so.

PRESIDENT McLEOD: Embarrassing, but I shall announce this. A note came all the way up here, and it said "Should Jim call for nominations from the floor and go through the election form?"

I thought that we had approved the recommendations of the Committee on Nominations, and perhaps the request for the motion should be that this slate be declared the elected slate of officers-designate for the year following the present.

Is this a correct procedure? Don DuShane, where are you?

... Cries of "He just left" ...

VICE PRESIDENT SMITH: Mr. Chairman, I move you a unanimous vote for the slate of officers.

... Cries of "Second" ...

PRESIDENT McLEOD: The motion is made and seconded that the slate of officers as presented by the Senior Past President and Chairman of the Committee on Nominations, Mr. Stibbs, be accepted unanimously. Is there a second?

DEAN LACY: I second the motion.

PRESIDENT McLEOD: The motion is made and seconded. All those in favor; opposed. It is carried.

Are there further matters to be brought before the business meeting?

DEAN JACK MATTHEWS (Dean of Students, University of Missouri): Mr. Chairman, I would like to present a motion.

It is taken in part from Item Number One, the statement regarding dues increases.

First, I preface my remarks by saying that on some campuses there is an insufficient amount of information regarding our organization, even at the presidential level, and with the increase of the deans of faculties and deans of all categories, of different numbers on our campuses now, it seems to me that we need to have information about our organization made available to the president's office, or to someone else, other than the institutional representative, regarding the organization.

Therefore, in the interests of improved communications regarding this organization, I move that explanatory material regarding membership and increased cost, accompanied by a copy of the program and accompanied by a roster of the membership, be sent to each institutional member and to each institutional representative.

That is the motion.

PRESIDENT McLEOD: Is there a second?

Is there a second?

There being no second, I would declare the motion lost.

DEAN WINBIGLER: Mr. President, did we not pass a motion, a year ago, that such a statement might be sent at the discretion of the then institutional representative, now the voting delegate? Didn't Carl circulate us on this issue and find very little interest in it?

PRESIDENT McLEOD: I believe this is correct. I think also, Jack, that I would comment at this point -- I was a bit surprised at your motion, so I am speaking personally here. One of the things that is definitely in the works is the creation of an updated type brochure which would be sent, and I see no reason why it could not be sent to the principal administrator of every organization represented here, every institution.

SECRETARY-TREASURER KNOX: At the Evanston Conference there was considerable discussion about notification of presidents, or institutional representatives, at the time, and a poll was taken of all our voting delegates. We have so far received 245 of the cards back. This is about information on the increase of dues. 245 were returned. One indicated "Both the voting delegate, and the president," 26 "To the president," 145 "To the institutional delegates," and the rest of the responses said "We don't give a damn."

We are glad to cooperate with any individual regarding his particular wants and desires. We certainly will prepare information, and have to, about this whole new structure of affiliation with NASPA. And on this score we will certainly fulfill, Jack, anything that you might want, to the best of our ability, as we would for anyone else here.

PRESIDENT McLEOD: Thank you very much for the explanatory note, Carl.

I would also call your attention to the very carefully underlined statement indicating in italics at the bottom: "All requests for NASPA action, or reports to the Association, from Commissions and Committees, shall be processed through the Executive Committee."

This was passed unanimously by the Executive Committee and adopted by them as a policy statement. I invite your approval of this action by the Executive Committee.

DEAN S. W. HIGGINBOTHAM (Dean of Students, Rice University): I so move.

DEAN WINBIGLER: I second the motion.

PRESIDENT McLEOD: All those in favor; opposed. It is carried.

Are there any other matters to be brought before the group at this time?

... Conference announcements by Dean Emmet ...

PRESIDENT McLEOD: Thank you very much, Tom.

I am sure I speak the entire membership's gratitude to both Wayne University and the University of Detroit, as they have co-hosted this Conference, for the facilities and the opportunities for fellowship, and as we see them increasingly in these next hours, we do appreciate very much what you have done.

Are there any further announcements?

... Further Conference announcements ...

PRESIDENT McLEOD: Any other announcements? Any questions?

May I say, personally, many thanks to you for your patience with one who does not enjoy running large meetings, or any meeting. We have accomplished a great deal. We are grateful. I am sure in succeeding years NASPA will be grateful.

Is there a motion for adjournment?

DEAN PATZER: I so move.

DEAN LACY: Second.

PRESIDENT McLEOD: What a hurry on that!
(Laughter)

The motion is made to adjourn. All those in
favor; opposed. It is carried.

... The Conference recessed at four-thirty-five
o'clock ...

DINNER MEETING
Monday, April 6, 1964

The Dinner meeting held in the Student Union Building, University of Detroit, convened at seven o'clock, Dean Thomas A. Emmet, Dean of Men, University of Detroit, presiding.

CHAIRMAN EMMET: The invocation this evening will be delivered by Dean Ralph Young of the College of Wooster.

DEAN RALPH A. YOUNG (Dean of Men, College of Wooster): Let us all pray.

Eternal and ever blessed God, Lord of Heaven and Earth, we praise Thy glorious majesty. Thy wisdom is seen in all Thy works. Thy power and presence are vouchsafed to us through Thy Holy Spirit wherever we adore Thy Holy Name.

Most merciful Father, from whom come all the blessings of life, all praise and thanks be unto Thee for all Thy dealings with us which manifest Thy Godness, for those also for which Thy love is hidden from our eyes.

Let Thy blessing rest, O Lord, upon our common life. Let our spirits be disciplined and earnest. Grant that our work be honorable and our pleasures and enjoyments worthy. Guard us and save us from every selfish use of the liberty in which we stand. Father in Heaven, sustain our bodies with this food, our hearts with true fellowship, and our souls with Thy truth. Amen.

... Dinner was served ...

CHAIRMAN EMMET: I think we are just about to begin the evening's festivities. I want you to notice that the yellow flowers match the yellow badges this year. We wanted to give Wayne a little credit this year as green and yellow are their colors, so we got them in the act very easily.

We all, at the University of Detroit, are extremely happy to have NASPA hold their first session ever in its history on one of our Catholic College campuses here at the University of Detroit. It took us only forty-six years as an Association to make the arrangements, but in the spirit of ecumenicism it seems that this was a good time to do it. (Laughter) We thought that you had also better have a meeting on one of the campuses before you had a president who happened to be a priest, and a Jesuit at that, become president of this Association. We wanted to kind of anticipate that by one night.

For me, it is a really wonderful evening. It is something that I have dreamed about for many years. About ten years ago I was at my first NASPA meeting down in Roanoke

with a Green Ribbon on, and the fellowship and the wonderful friends that I have made in this Association over the past ten years, I am sure, will last a lifetime, we always say, God willing.

I think tonight I am going to break another tradition. We also have a sort of a first. I think we have the shortest head table in NASPA history. (Laughter) I think we will break another tradition, because everyone at the head table, one way or another, will either be introduced tonight later, or involved in the program. So we will just omit introducing the head table, which breaks tradition. (Laughter and applause)

But you are not going to get off that easy, because I think it only right that we talk about some of the people who stay here at home and run the university, and are some of my superiors at the University, and some of my staff here, who really keep this place going, so I can go gallivanting off in the four corners of the earth. I think these people certainly should be introduced to you because they probably know most of your names better than you believe. I guess I'm known as the madman of the mimeograph machine, but the volume of correspondence sometimes gets a little heavy.

First of all I would like to introduce a man to you for whom I have the greatest respect in the world because I am in this job because of his feeling that a layman could do this kind of work in a Catholic university. He had great faith in me and appointed me to this position a number of years back, and is a real pioneer in experiments in higher education in our Catholic Universities, and in some others. He was one of the early real pioneers in educational television. I would like to have him stand up so you can all see him, our Chancellor, the Very Reverend Celesten J. Steiner of the Society of Jesus. (Applause)

I might add that Father was president here for about thirteen years. We have with us another former president of one of our Universities, who will be a speaker tomorrow on one of our programs. It is a rather interesting coincidence here that this man would be with us this evening, because of my uncle. The Emmets go back a long way in the student personnel field. In fact -- Fred Turner will be a little bit surprised at this -- back to the days of Tommy Arkle Clark, almost, and beyond that, we had men in our institutions known as Prefects of Discipline, who were really the forerunners of the Deans of Students.

I do not know if I have ever said this to any of you before, but at Georgetown College (and Father Gannon can confirm this) in 1909 the Prefect of Discipline was Thomas Emmet, who happened to be my granduncle, and later became the Bishop of Jamaica. One of his students was the former president of Fordham University, Father Robert Gannon. (Applause)

There always has to be somebody who takes care of the money, and I would like to introduce to you a wonderful friend and a man who has a deep feeling for student personnel work, because he was a student body president before he entered the Jesuit Order. I would like to introduce our Vice President for Business and Finance, Father David Meier. (Applause)

With the rest of our folks I will ask you to hold your applause and we will just let them get up, then we can have one big round of applause at the end.

I would like to introduce to you my esteemed colleague of many years here, on whom I rely implicitly to keep things running while I am gone, Miss Helen E. Kean, the Dean of Women, and her assistant Miss Roberta Geist, the Assistant Dean of Women.

Two of the men from our staff who you have seen running around the hotels -- one of them has been spending his time running back and forth to the airports -- Mr. Joe Donoghue, one of our Assistant Deans of Men; and Mr. Keenan, our other Assistant Dean of Men unfortunately had another commitment tonight.

I would like to introduce Mrs. Champion, our University Nurse; and Joe Ferrig, our Assistant Director of Resident Students.

Also, I would like to introduce someone whose name you have not seen in print because I have been getting all the accolades for doing this Journal. I think it is time we exposed the fraud and gave credit to the person who really does most of the work on the Journal -- the layout, the idea and so on. I am also going to expose another deep, dark secret when I tell you a little bit about this person's background. The real editor of the Journal is a young woman seated over here on my right, who was a former executive secretary of the United States National Students Association a number of years back, and who is now with the Civil Rights Commission in the city of Detroit, and who was really responsible for our first Journals, Miss Janet Cooper.

I think we can give them all a round of applause now. (Applause)

I would like to introduce my secretaries who do most of the work in this business: Miss Judy Komer, who is really the right arm, left arm, and center. Most of you have seen her down at the hotel. The one who stays home and does the work while Judy is down there, Miss Marie Vitali; and Miss Joanne Donoghue, in the rear there, another one of our illustrious secretaries. (Applause)

I have two others I have forgotten here. Holy mackerel, so many introductions!

I would like to introduce to you two of our academic deans, Dr. Frances A. Arlinghous, the Associate Dean of the College of Arts and Sciences and Dean of the Evening College here; and Dean Peter Roddy, Assistant Dean of the College of Arts and Science. (Applause)

Last but not least, the man without whom I would not be here this evening -- my father. (Applause)

I should make a preface. This program was intended to be on, shall we say, the lighter side this evening, and not a heavy and serious program. We had hopes that we would be able to have a more informal evening for you, after a long day of debate on sex mores and other such problems that you have been tackling this morning in some of the groups.

So this evening I would like to tell you a little bit about the man who is my boss these days, a man for whom I have very great respect. He is an administrator's administrator. In a group like this, I think I can pay him no greater tribute than that.

The background of our president is a rather interesting one, because he is one of the early holders of a doctorate in the field of higher education from that august institution, the University of Minnesota. I do not think Ed Williamson got to him much though, but he has a strong training under Dr. Ruth Eckert there. Of course, he holds other degrees from West Baden, from Loyola, and was an undergraduate at the University of Detroit.

He served as Dean of Freshmen, which is a wonderful way to begin this business, at Loyola University in Chicago. He was Dean of the College of Arts and Science at Loyola.

When the Provinces of Chicago and Detroit were established, he became the Dean of our College of Arts and Science. We were having lunch one day with one of our colleagues at Loyola, Harry McCloskey, in Chicago, and I said, "Harry, I hear we are going to get a new man in the Arts College. What kind of a man is he?" Harry gave him a big send-off, and I must say that everything Harry said about him has come home double.

Father Britt then in 1960 became the president of the University of Detroit, and just a few weeks ago was, in addition, named Rector of the Community here at the University.

So I would like to introduce to the National Association of Student Personnel Administrators, not only a fine administrator, but a warm personal friend of mine, the Very Reverend Laurence V. Britt. (Applause)

VERY REVEREND LAURENCE V. BRITT, S.J. (President, University of Detroit): I suppose I should begin by express-

ing appreciation to all of you for holding your convention here in Detroit, because, among other things, it has given me an opportunity to become acquainted with the man who allegedly is our Dean of Men here. (Laughter)

I am really grateful for the kind introduction. I thought perhaps Tom would mention the fact that among other things I did have the distinction of being the only Catholic priest to receive the doctoral degree from that Swedish institution up in St. Paul on St. Patrick's Day. (Laughter)

I am always rather relieved when an introduction is over because in recent years I think I have been subjected to just about every plausible and implausible type of introduction.

I remember on one occasion being at a women's organization, as a luncheon speaker, and as the zero hour neared, the rather nervous mistress of ceremonies turned to me and with all sincerity asked, "Should I introduce you now or should we let them enjoy themselves a little bit longer?" (Laughter)

There is another variation to it that might have been used tonight since I understand we are to be privileged to listen to the chorus. I have often been introduced with the nice statement that, "We will now hear from Father Britt, and then we will get on to the more entertaining part of the program shortly." (Laughter)

Or I will have someone say that "You are about to hear from the President of the University, but before that I want you to know that we now have a program committee, and in the future I think we can promise you much more interesting speakers." (Laughter)

I really need an introduction though on most occasions, I think, especially with a mixed group, because I have also had the experience of being invited to appear at the United States Military Academy -- a fine, almost engraved invitation from the Major General, to the superintendent, and, among other things, in all thoughtfulness and kindness he told me that he would like to have me, Mrs. Britt, and the children spend the weekend with him. (Laughter)

This kind of thing is hard to explain, even to a provincial living in the days of ecumenicism. (Laughter)

Actually my task here this evening is -- as you can see, I am nervous because I am faced with a rather difficult assignment. I have been given somewhat contradictory instructions. First of all, the Chairman of the Conference was kind enough to write and suggest that I give, and this is the quote, "your views on personnel work and some of the problems as you see them that face us in our work."

This was a reasonable request, but then I also received instructions from another source. Most of you, of course, are aware of the fact that in the typical Catholic institution, which is shot through with paternalism and dominated by clericalism, there simply is no place with respect to policy formation, for the layman. And no layman, of course, would dare make a suggestion to his president, especially one who is of the shy, modest, retiring, lethargic sort of person as Dean Emmet. (Laughter)

However, I thought it might be interesting to share with you a couple of the instructions that he was kind enough to volunteer. I have them written down here with quotation marks around them -- two sentences in the beginning: "The program will be quite simple. We would like you to give the address." (Laughter) Then, as though that were not enough, he said, "We would like to have just about fifteen minutes of the college president on the lighter side." (Laughter)

Then -- and this one still mystifies me a little bit -- two more sentences: "The evening will be somewhat on the informal side. There are always a few wives present." (Laughter)

Then finally he reminded me that since Father Gannon was going to be here, and since Tuesday night would probably be heavy with protocol, "we would like to have Monday light."

So I am faced with these conflicting bits of advice so naturally I am going to do just what I would have done even if no advice had been given. (Laughter)

Actually I have, as you can see, a formal address of sorts prepared here. As I understand it, my job is to speak, your job is to listen; and in the event that you finish before I do (laughter) you can go out that far door over there, and get in a little preview of what is going to be presented by the chorus. (Laughter)

This is actually the most interesting part of the speech, really. (Laughter) I am going, though, to take some liberties. I should say, in case there are some page counters among you, I think I have something like five or six pages before me. Normally it would take two or two and one-half minutes to read what is here, so if you want to keep score, you can do the best you can. I should confess there are a couple of blank pages here, and they don't all have the same amount of writing on them, (laughter) so this will mix up the computation. (Laughter)

But at the risk of not adhering to the advice given by the Dean of Men, and taking some liberties with the assignment that has been given me, I thought that it might not be inappropriate to take a few minutes to make a brief

analysis, with a purpose, a brief analysis of an admonition that is commonly given to our college graduates at almost every commencement.

Custom, I think you would agree, seems to dictate that each new graduation class should be warned in rather solemn tones that they are going into the world at a time when the world is in crisis.

I am confident that no one today would deny that this might be a quite apposite warning. We have a world which is confronted, of course, with the continuing ideological struggle, with what seems to be hot and cold running wars, endless rocket rattling, the ever present danger of nuclear holocaust, a world that is daily burdened with really enormously complex, economic, cultural, religious problems that are certainly international in scope.

We have a world in which at the same time there is superabundance, yet also poverty; a world in which there is starvation, even in these United States in the midst of plenty; a world in which longevity may create special problems for one nation, and a world in which infant mortality may still be the number one problem for others.

An editorial writer has drawn the following rather bleak word picture of this world in crisis. I thought you might find this interesting, and I quote:

"This is a gloomy moment in history. Not in the lifetime of most men has there been so much grave and deep apprehension. Never has the future seemed so incalculable as at this moment. The political cauldron sets and bubbles with uncertainty. Russia hangs, as usual, like a cloud, dark and silent upon the horizons of Europe. It is truly a solemn moment, and of our troubles no man can see the end."

Now the interesting thing, of course, is that this comment appeared not in this morning's Free Press editorial section, but in Harper's Weekly back in October of 1857.

Somewhat more recently though the President of the United States commented in almost as brooding fashion, and I quote:

"We live in an age disturbed, confused, bewildered, afraid of its own forces."

That, of course, was Woodrow Wilson speaking at a baccalaureate service back in 1908.

Now, why do I mention these things? Well because, if nothing more, I think that such statements may help to convince us that although the world is in crisis today, as it always is, this does not necessitate or justify anything

like paralyzing fear, discouragement, or pessimism. The course of history, Marx notwithstanding, is not unalterably determined any more than individual human lives are unalterably determined. So, despite the atom, despite the hydrogen bombs, despite the population explosion, and even the explosion of knowledge, and despite all the new problems created by automation, the scientific revolution, and so on, it can still be said today, as it could always be said in the past, that the only real trouble with the world is with the people living in it.

Too many speak only of crises; too many lament the problems; and too few recognize the glorious opportunities.

When we stop to think of it, the word "crisis" merely means presentation of a challenge, and a challenge is a call not to play ostrich, not to duck responsibility, but is a call to take part, a call to action, a call really to use one's God-given talents.

This point was emphasized about two years ago by Arnold Toynbee, in a series of lectures down in Puerto Rico, in a brief quote: "Mankind's sole ultimate capital asset is human ability, physical, intellectual and spiritual. This is the prime mover of the vast non-human natural forces that mankind has now harnessed. These work for us only in so far as human ability is applied to them, but human ability remains only potential unless and until it is given the means of exerting itself."

So much for Arnold Toynbee. What is the point of all this? Colleges and universities have been established across this land of ours because in theory this truth about human potential abilities was recognized. They were established precisely to help potential leaders, potential decision makers, potentially responsible adults become in fact what they were only capable of being. In other words, to help qualified young men and women develop God-given talents to their maximum.

Now it is true that colleges and universities have also been established to help young people become technically qualified in a greater variety of ways: To become qualified as teachers, as businessmen, scientists, researchers, engineers, lawyers, doctors, and so on. But even more, they have been established to provide young people with the opportunity to become truly intelligent and mature adults, men and women of solid character whose lives can be dominated by principle, men and women who will be capable of responding to the challenge of their times by providing true leadership to a world that today needs leadership as perhaps never before.

Now I come to what I would like to think is the principal point of these seemingly far afield remarks.

The essential challenge with which these young

people will be finding themselves confronted today is, I believe, the challenge of social change.

This is a dynamic world in which we live. It does not stand still. It changes constantly. In our lifetime, short as that may seem to be, this world has changed tremendously. Nuclear energy is taken for granted, although it was not even heard of but a few decades ago. It is taken for granted for war or for peace. The synthetic products of chemistry have revolutionized world industries. Organized labor has reached a stature undreamed of just a few years ago. Social security has brought to millions of people freedom from the fear of penurious old age. There is increased social mobility. New nations are being born, and old governments, including our own, are assuming new functions.

Indeed, our world is changing in almost every context: economic, social, political, scientific, cultural, even religious. The ironic judgment about weapons -- if they work they are obsolete -- might almost be used to describe much of our cultural experience today. And this charade of change, I fear, presents an essential challenge to our graduates of today, as perhaps never before, in that it compounds the difficulty of achieving inner stability and personal integration while actively participating in a culture whose keynote is constant change.

The great danger is that it may beget a reluctant hesitancy to self-commitment, or instil fear of the price of leadership.

Now, leaders are needed more today than ever. They are needed more in time of change than ever before, and the real opportunities will be reserved for those willing and eager to accept responsibility and accept leadership roles. Thought of the price in terms of pressures to be undergone, sacrifices to be made, time to be expended, labors to be endured, and the complete dedication demanded, may determine potential leaders from becoming, in fact, what they are capable of being.

Our complex American economy, which has resulted in almost fantastically varied abundance, is startling in its expense, its multiplicity, the delicacy of its many interrelationships, and its high degree of organization. Its very magnitude and its technological complexity may leave the individual feeling helpless, insecure, quite insignificant, convinced that there is no longer place in this world of ours for personal initiative or personal responsibility.

In reality, of course, the exact opposite is true. Properly used, this abundance of ours can free human energies for the satisfaction of much greater personal achievement, for more far-reaching social good, and complexity need not limit the individual's power. It can actually, of course,

expand it. Competent, intelligent, generous, cooperative action, with and through organized society and socio-groups can help more people to reach greater fulfilment than has ever been achieved in this world before.

There are tremendous changes still ahead, many a frontier still to cross, in transportation, agriculture, and housing, and economics, and augmenting energy resources, in alleviating poverty and physical suffering and ignorance.

But we all need to remember that the heroes of our history have not been blind forces, or chance, but they have been stout hearted men and women, men and women committed to strong personal responsibility, who were more interested in opportunity than in security, who realized that worthwhile goals are achieved not as a result of environment, or non-human natural forces, but by men and women who make their environment and strive to harness nature for the welfare of all mankind, men and women who have become convinced that a strong and responsible nation must be made up of strong and responsible individuals, not group pressures.

We speak much of science these days, but I would remind you that it is not science that changes the world any more than it is government, or philosophy, or religion. Change is brought about by individual human beings, like the people we have here, and like the people we have on our campuses across this country, by men and women with ideas and ideals, by men and women who are willing to labor strenuously for what they conceive to be true and good and beautiful. The world of tomorrow will be changed. We can take that for granted. But whether it will be changed for the better or changed for the worse will, of course, depend on who the architects of change happen to be.

Now this I believe -- and this has been a rather lengthy introduction to what will be a short conclusion -- all of this, I believe, is what makes student personnel work so all-important. The rationale for our program of student personnel services here at the University derives from the fact that while Jesuit education stresses the importance of intellectual formation, and the formal learning that is to be promoted through instruction and study and carefully integrated curricula, it must also -- we know this full well -- take proper account of the fact that the subject of education is not chemistry or history or philosophy or theology, but the subject of education is man -- man, whole and entire, such as right, reason and revelation show him to be.

In consequence, then, individual students must be given the opportunity to develop not only intellectually, but also physically, spiritually, personally, and socially if they are to be truly educated.

Our program of student personnel services -- and I

would think this might apply to almost any campus in the country -- must include provision for multiple student activities which not only offer legitimate outlets for the cultivation of a student's personal interests and aptitudes, but also expose him to real life situations in which he can find a challenge to his own leadership and his own initiative. In other words, the program is meant to complement the essential instructional and research programs of the university by providing students with those special necessary opportunities to effect their own maximum personal and social development, while, of course, preserving their own personal integrity.

This represents a high purpose and noble ideal. How do we do it?

Fortunately, we have professionally trained, highly dedicated, highly motivated people like yourselves to achieve it, and the only reason we tolerate having a Dean of Men who is running all over the country, is that we are confident that through an association with a group such as this, he will come back having rifled you of every new idea you have, come back armed with the experiences that you have gleaned through years and years of effort, and enable us to do practically the impossible.

Really, our Dean of Men then has a quite simple job. The continuing instruction to him and his staff is to do all of these things that have to be done, most of all though, to think big, but think cheap.

Thank you very much. (Laughter and applause)

CHAIRMAN EMMET: I mentioned that he was an administrator's administrator. Need I say more.

Thank you, Father Britt, very much for reminding us of some of the very fundamental principles that we hope we can all attain.

It is my pleasure now to introduce to you our illustrious president, Dean James McLeod, who has the introductions of the officers and the Executive Committee. (Applause)

PRESIDENT McLEOD: Thank you. Tom, Father Britt, Distinguished Guests, Members of NASPA, Ladies and Gentlemen: It is my pleasure at this time - in a change of procedure in NASPA this particular year, moving up one day -- to announce the officers for the coming year, the Presidents and Vice Presidents-Designate, and the members of the Executive Committee. I hope to do this as quickly and as painlessly as Tom did the fine job of introducing his staff and the people who make the University of Detroit go.

It is a real pleasure to consummate a friendship

and the passing of a responsibility, to present to you the President of NASPA for the coming year, one whom we have come to know and love, Father Victor J. Yanitelli, S.J., Dean of Students, St. Peters College, Jersey City.

... The audience arose and applauded ...

PRESIDENT McLEOD: That was without signal, Vic.
(Laughter)

John L. Blackburn, Dean of Students, University of Alabama, Vice President. (Applause)

His opposite number, Robert F. Etheridge, Dean of Students, Miami University, Oxford, Vice President. (Applause)

Certainly one of the hardest working men in our whole organization, one to whom we owe a great deal, Carl W. Knox, Dean of Men, University of Illinois, Secretary and Treasurer for a three year term. Carl. (Applause)

The man who has to be the man in motion, second only to Tom Emmet, O. D. Roberts, Dean of Men, Purdue, Conference Chairman. (Applause)

And a departure from previous procedures, on my immediate right, the Assistant Conference Chairman for next year, the Dean of Men of the University of Detroit, Tom Emmet. (Applause)

Editor of NASPA, Dick Siggelkow, (Applause) from the State University of New York at Buffalo.

As President-Designate, and automatically a member of the Executive Committee, our new President Glen Nygreen, Dean of Students, Hunter College. Glen. (Applause)

Dean A. T. Brugger, Vice President-Designate, University of California at Los Angeles. Sorry, he is not with us at this time. He can't be watching basketball. They did pretty well. (Laughter)

The other Vice President-Designate, Dave Robinson from Emory University. (Applause)

And a man to whom all of us owe a great deal, our elder statesman, our Dean of Deans, with full membership on the Committee, the Historian of NASPA, Dean Fred Turner, University of Illinois. (Applause)

Richard Hulet, Illinois State University, Normal, who is Director of our Placement Office. (Applause)

The other members of the Executive Committee, I shall read their names and ask them to stand and if you will,

please hold your applause for all of them collectively:

Earle W. Clifford, Dean of Student Affairs, Rutgers
University

Alan W. Johnson, Dean of Students, University of
Houston

G. Robert Ross, University of Nebraska. I regret he is
not with us tonight. He had to leave early.

Mark W. Smith, Dean of Men, Denison University.

Kenneth R. Venderbush, Lawrence College, Wisconsin.

A big hand for all of these people. (Applause)

There is time tomorrow evening for me to make my
brief remarks, so I shall turn the gavel back to Tom. Thank
you.

CHAIRMAN EMMET: Thank you, President Jim.

I forgot when I was introducing people before --
and he is hidden in the kitchen -- but I would like to pay
tribute to Mr. Henry Anderson and his staff here in the
Union who did an excellent job. He said he could feed you
in an hour and ten minutes, and he did. There is Hank back
there. (Applause)

We are justly proud at the University of our Uni-
versity of Detroit Chorus, and because it is a rather large
operation and does not quite fit too comfortably on the stage
we are giving you the cream of the crop this evening, our
singing Titans.

... Musical selections by the Detroit University
Chorus, under the direction of Don Large ...

CHAIRMAN EMMET: The Executive Committee will meet
in the Top of the Park at ten o'clock.

The buses are on this side of the building and ready
to leave at 9:15, so we are right on schedule. We should have
you all back as promised by 9:30.

God willing, you can all come back and be with us
again. Good night.

... The Dinner Meeting recessed at nine fifteen
o'clock ...

FOURTH GENERAL SESSION
Tuesday, April 7, 1964

The Fourth General Session convened at nine-fifteen o'clock, in the Community Arts Auditorium, Wayne State University, Dean Mark Smith, Dean of Men, Denison University, presiding.

CHAIRMAN SMITH: Good morning. The Fourth General Session is about to begin. I think most of you who know me realize why I am chairing this session. It is so that I will not be in the audience to ask questions after it is over. This is called inhibitional behavior by O. D. Roberts (laughter), at the request of Father Yanitelli. (Laughter)

I found myself this morning standing around in the lobby over in the hotel with a copy of Kafka under my arm, (laughter) whispering "Student personnel administration just ain't for real." (Laughter)

I think it is interesting that today we have a psychologist. I always stress that, because I do not want to be seen as a dean, especially at home, introducing a sociologist and a priest. Yesterday we had Glen Nygreen, a sociologist, introducing a psychologist and a priest. So I think, Glen -- of course, most of you know that Glen and I have always worked together to make sure that everybody knew that we had academic disciplines. He has always been anxious for you not to be too sure which one's discipline is psychology and which one's discipline is sociology.

This morning we will start off with Dr. Martin Trow. Dr. Trow, like myself and like Father Gannon -- we do not really know what we are here to do, but I suppose what we are obviously here to do is to have some men who are authentic in some way, say to us some things which should be said to us. We will continue the separation that was introduced to us yesterday, of the ways in which colleges should go about teaching the kind of behavior that is to be taught in a college.

I doubt that either Dr. Trow or Father Gannon will pay much attention to this. I think they are just going to say some things to us that they want to say about education, or higher education.

Dr. Trow was born in New York. He was in the Navy. His undergraduate degree is an engineering degree. His graduate degree is from Columbia. He is a sociologist; he is an Associate Professor of Sociology and Education, which means that at one time he must have been an Assistant Professor (laughter), although I am not sure because he has a doctorate and I don't see much of a Master's degree. Last spring and summer he was a visiting fellow at Duffield College at Oxford.

I have had breakfast with him. He is a fairly aggressive man. (Laughter)

I would like to introduce Dr. Martin Trow from the University of California at Berkeley. (Applause)

DR. MARTIN TROW (University of California; "The Campus as a Context for Learning"): Dean Smith, Father Gannon, Gentleman: If I had not known Dean Smith was a psychologist, I think I would now. (Laughter) If I had not known what a projectionist was, I think I would now. (Laughter)

I am most honored to be here speaking at this national meeting of student personnel administrators. There is an old saying that an expert is a man three thousand miles from home. Since I am only two thousand miles from home, that makes me two-thirds of an expert. On the other hand, distance is not measured only in miles, and I am, in speaking here, a long way from my own academic discipline -- and that, perhaps makes me an expert and a half.

But if you are now sufficiently wary of these ironical claims to expertise, I would like to speak to and with you of a matter of mutual interest, that is, of American colleges and universities as contexts for learning, and of the forces at work in them, and in American education generally, which aid or hinder the intellectual and emotional growth of students.

I would like to speak more particularly about a subject that is much talked of yet little studied: that is, the nature of the relationships of undergraduate students and their teachers. We all have views on the matter; the dominant view, which I share, is that a close and personal relationship between teacher and undergraduate student is desirable, and contributes to the latter's education in important, if difficult to measure, ways. But I would like to go a step beyond this broadly shared and somewhat platitudinous view, and search out some of its implications for the student's life on campus, and then go on to raise some further questions about the bearing of those implications for the work of the student personnel officer.

What evidence there is strongly suggests that recent educational trends, including the growth of large scale federal research programs, have, in the words of Harold Orlans, "reduced the time that senior university faculty devotes to undergraduates and informal contacts with students, and, in general, have attenuated the personal aspects of undergraduate education at the great universities. Among the other causes of these trends are....the reduced prestige of undergraduate education and teaching, the enhanced prestige of graduate education and research, and the growth in professional administrative responsibilities." (Harold Orlans,

The Effects of Federal Programs on Higher Education, Washington, D.C.: The Brookings Institute, 1962, p. 44.)

The situation is markedly different in the state colleges and the large public and private universities as compared with the small liberal arts colleges: size is the crucial variable here. But it is not just the giant federal universities where undergraduate education is increasingly impersonalized; the situation at the large, predominantly undergraduate state colleges is in this respect more like the big universities than it is like the private liberal arts colleges.

In a current study under way at Berkeley of eight American colleges and universities, which include several small liberal arts colleges, a large state college and a very large campus of a state university, we see the evidence of the gulf between students and faculty in the responses of graduating seniors to questions about their attitudes toward and relations with their teachers. We asked these seniors, "Are there any teachers here you know well enough so that you can visit them at their homes on your own initiative." At the small liberal arts colleges the proportions which said "yes" ranged from a half to two-thirds. At the big state university and the state college, the corresponding figures were a quarter and a third.

Looked at from the other direction, well over half the faculty at the large federal grant universities studied by Orlans (table 3-2, p. 47) reported that they never had any lower classmen in their homes, either in connection with their work or for a social occasion; between a third and a half of those faculty members never see upper classmen in this way. More striking, well over half the faculty at these big research universities reported that they could greet by name few or no senior majors in their own departments! (Ibid., table 3-3, p. 48.)

In our study we asked seniors, "During the past year, how often on the average did you meet with instructors privately to discuss course work or the progress of some work of your own?" The proportions replying "a few times during the semester" or less ranged from 70% to 80% among the seniors at the big campuses; a quarter of them said that they met with their instructors "never or almost never."

There are many who believe that the loss of personal contact with the faculty has serious effects on student morale, as well as on their education. Among these is Clark Kerr, who in his recent book on The Uses of the University (Cambridge, Mass.: Harvard University Press, 1963, pp. 103-104) observes that

"....recent changes in the American university have done [the undergraduate students] little good -- lower teach-

ing loads for the faculty, larger classes, the use of substitute teachers for the regular faculty, the choice of faculty members based on research accomplishments rather than instructional capacity, the fragmentation of knowledge into endless subdivisions. There is an incipient revolt of undergraduate students against the faculty; the revolt that used to be against the faculty in loco parentis is now against the faculty in absentia. The students find themselves under a blanket of impersonal rules for admissions, for scholarships, for examinations, for degrees. It is interesting to note how a faculty intent on few rules for itself can fashion such a plethora of them for the students. The students also want to be treated as distinct individuals. If the faculty looks on itself as a guild, the undergraduate students are coming to look upon themselves more as a 'class;' some may even feel like a 'lumpen proletariat.' Lack of faculty concern for teaching, endless rules and requirements, and impersonality are the inciting causes."

Parenthetically, I may say that I agree with President Kerr regarding the situation of the undergraduate student on large campuses; the incipient revolt he speaks of, however, I believe to be confined to the best, the really serious students. The many others, who have not great passion for education, or no models or conception of what higher education might be, exhibit something like the "wantlessness of the poor," a rather passive and even cheerful acceptance of conditions as they are, almost whatever they are. And while these students also suffer, in ways they are not aware of, from the remoteness of their teachers, we cannot look to the students for solutions to the problems, or even for any steady demands that the situation Kerr describes be modified.

And indeed, the solution, as seen from the perspective of the teacher (even the concerned teacher), seems at times almost hopeless. "'The thorniest problem in connection with the large lecture classes,' a 1957 conference of the University of California faculty observed, 'is that of providing some mechanism for contact with the student, so that he can discuss with someone in authority his problems in the course. The students who come to the lecturer's office during his regular office hours may get the help they need, but they are generally a few of the very best students, who have no fear, or a few of the very worst, who are desperate. In fact, the lecturer could hardly spare the time to enter into discussion with any great fraction of his students.'" [Orlans, op. cit., p. 46.]

On my campus in Berkeley, in the large lecture courses a concerned teacher knows the names of his teaching assistants. (Laughter)

It is indeed the new and the average students who

are most remote from the faculty. Orlans observes that "In the attenuation of relations between faculty and students at our great universities, it is the freshman or sophomore not yet decided on his major and the student of average ability at any level who suffers most. Once a student chooses his major, the department generally assigns someone to serve as his adviser, and a more meaningful, continuing relation is likely to develop than is usual between an incoming freshman and his initial faculty adviser. The bright student is such a pleasure to work with that some member of the faculty will usually 'adopt' him; many departments have initiated honors courses for the best students and, especially in the junior and senior years, lavish on them the attention they can no longer give the ordinary student." [Ibid., p. 51.]

I think that is an overly optimistic view of the situation, as I see it. But we can look to the consequences of the attenuation of student-faculty relations not only in terms of lower and upper classmen, or of bright and average and weak students, but also in its impact on the various student subcultures that emerge in our colleges.

American college campuses appear to generate four broadly different types of student subcultures. I have called them the collegiate, the academic, the vocational, and the non-conformist. [Martin Trow, "Student Sub-Cultures and Administrative Action," in R.L. Sutherland, et al., eds. Personality Factors on the College Campus. Austin: The Hogg Foundation, 1962.]

Very briefly, the collegiate subculture centers on campus fun and what might be called the college variant of the mass youth culture: its symbols are the football game, the fraternity weekend, and perhaps Easter week at Ft. Lauderdale.

The academic culture among students centers on studies: its symbols are the library and laboratory and seminar room. Its members read more than they are assigned; many of them are headed for graduate school and academic careers.

The vocational culture -- it is more a climate than a culture -- is interested in college as the means of gaining the skills and certificates that are increasingly prerequisites for good jobs; its members have relatively little interest in ideas for their own sakes; many of them view with suspicion anything which threatens to distract them from the serious business of getting established on the right side of the blue collar-white collar line.

The non-conformist subculture, very small or wholly absent on many campuses, can be found in the best liberal arts colleges and big universities. It is more varied than the others, and where it exists it has a visibility and influence far beyond its usually tiny and fluid membership. Some of these students are merely acting out their emotional problems;

others are deeply and seriously involved with ideas, both the ideas they encounter in their classrooms and those that are current in the wider society of adult art, literature and politics.

To a much greater degree than their academically oriented classmates, these students use off-campus groups and currents of thought as points of reference over against the official college culture, in their strategy of independence and criticism. The distinctive quality of this student style is a rather aggressive non-conformism, a critical detachment from the college they attend and most of its faculty, and a generalized hostility to the college administration. (They are a headache for Deans.) Where the other three types pursue fun, knowledge, and a diploma, respectively, these students pursue an identity, not as a by-product but as the primary and often self-conscious aim of their education.

Each of these subcultures suffers from the impersonality of the mass campus in its own way: the collegiates, in being permitted to insulate themselves against the values and ideas of higher education; the academics, in their loss of the critical encouragement and stimulation that they are most able to profit from; the vocationalists, in never having direct and persuasive experience through a personal relationship of the rewards and challenges of humane studies and the life of the mind; and the non-conformists, whose vitality and questing are allowed to waste themselves in trivial, meaningless, or self-destructive rebelliousness without being confronted and strengthened in a relationship with mature adults who share their interests.

The price both they and we pay is a heavy one -- and very little of it is visible on graduate record examinations. It is the cost of wasted capacities, of unfulfilled lives, of what men do not do rather than of what they do. But I suspect the cost is more visible to Deans of Students, who see the able but dispirited or angry or apathetic students as they serve out their time, or get time off for bad behavior. (Laughter)

The sources of the problem I have been pointing to lie partly in the growth of research and graduate work, and changes in the role of faculty members that Kerr, Orlans and others have noted. But perhaps more important in a much wider range of institutions is the sheer growth in numbers on our campuses. Over forty percent of all American college students are enrolled in some 143 very large complex universities -- a few years ago some sixty of these had 10,000 students or more, and my guess is that that figure would be a good deal higher today. The trend in western society toward increasing size and complexity of formal organization is nowhere more apparent than in American higher education. A large college before the Civil War had 600 students, and most were much smaller. Today the central campuses of state universities run to twenty,

thirty and even forty thousand students. For the form and content of student life, nothing seems to be of greater consequence.

The connection between large size and impersonality is strong and direct. In large organizations that work on people rather than on products, thousands of individuals must be admitted, classified, treated and ejected. This is generally done by routinizing procedures and processing people in batches: in the large college or university, impersonal processing is reflected in the registration line, the objective test, the mass lecture course, the mass graduation.

But this mass processing, with the enormous routinization and impersonality it carries in its wake, does not encourage a serious commitment to ideas, the growth of a sense of participation in an intellectual community and a commitment to its values and standards. Students can be trained in an enormous impersonal people processing institution; it is far less likely that they can be educated under those conditions.

Mark Schorer has said that the aims of education should encompass "independence of mind and judgment, free inquiry into any area of human enterprise, delight in the endless variety of human observation and experience, tolerances of differences....and the sum of all these, maintaining the stature of one, the uniqueness and dignity of every educated man and woman." [Mark Schorer, "The Harassed Humanities," College and Research Libraries, 20 (March 1959), pp. 101-110 and 134.]

Mass routine processing of students is the enemy of these aims; and anything which breaks up the impersonal mass and the fleeting relationships within it, and creates the conditions for the growth of the genuine community of students and scholars is at least potentially in the service of education.

What, if anything, can be done to slow or reverse the attenuation of relations between faculty and students, this impersonal processing of students in ways that cannot help but be indifferent to their individuality, their own unique interests, character, and stage of development?

The approach that I believe has least to recommend it is exhortation -- the ritualistic scolding of faculty members and administrators while urging them to be better, more humane and attentive to their students than they are. Exhortation is rarely an effective way of dealing with problems, but in the present case it is particularly futile. Since the root of the problem is structural, lying in the organization and functions of institutions, solutions also have to be structural, and addressed precisely to the organization of

our colleges and universities. We have to build into our institutions structured ways of bringing students and faculty closer together, in regular and recurrent ways that are not dependent on the good intentions of the faculty.

One of the most hopeful signs in American higher education is the growing awareness that the effective size of an institution can be reduced without affecting its absolute size, by creating what are in effect distinctive smaller communities within the larger organization, communities which include both students and faculty, which have a sense of identity, and which thus provide both a locus and a support for the emerging cultural and intellectual interests of their members.

Harvard's house system clearly "reduces" its size, as experienced by its students, and some state universities are psychologically and socially smaller than others of similar size because of the way campus ecology and subunits (colleges, houses, etc.) substructure an otherwise loose aggregation.

In still another pattern, a smaller unit hives off a parent, as the autonomous and experimental Monticelli College has from Wayne right here.

Another answer being offered to the problem of how to grow and yet stay small is the federation of colleges which share certain common services and resources, but retain their own boundaries and identity. The five colleges of the Pomona-C Claremont complex are one such example.

In other cases the colleges are even more closely linked and share a common campus: Wesleyan University's College Plan is one such, and the new very large campus of the University of California at Santa Cruz will be another where the College, of five or six hundred students, with its own attached faculty and academic emphasis and residence halls, will be the unit. An effective substructure brings students and faculty closer together, encourages networks of face-to-face relationships, and prevents the "we-they" dichotomy that inheres in mass education. It offers systems of action that are within the human scale of observation and comprehension. Its members can actually see how it works, and imagine changing it.

At the same time, when the smaller systems are part of a larger college or university, the larger settings may also offer a cosmopolitan environment in which students can explore a wide range of experiences. The department offers this kind of home to the graduate student; too often there is nothing comparable for the undergraduate.

But while a few institutions have recognized that the monolithic campus of five, ten, twenty or thirty thousand

students has to be broken up into functional units of a size that can acquire some of the qualities and characteristics of a community, this is still a relatively uncommon development. Faculties have not been markedly interested, their attention diverted by other commitments, while administrators and outside interests have held to logics of economy and efficiency that favor standardized procedures. College controllers, for example, simply do not like to work with diversely organized subunits. Communities have a tendency to differentiate themselves one from another, to develop their own characteristics and traditions; indeed, if they do in fact become communities they almost inevitably disrupt standardization on campus, and stress their special and unique qualities against uniformity. That is a nuisance for administrators.

The question is: are the gains of undermining standardized procedures worth the cost? I believe they are, and that we cannot speak seriously of fighting against impersonality in higher education unless we are prepared to forego some of the efficiencies of mass processing and allocation of students.

This brings me to the question: what is the significance for student personnel officers of these historical and organizational tendencies toward large size and impersonality and standardized procedures in American higher education?

In a sense, the emergence of a body of specialists in student personnel work in this century can itself be seen as a response to the growth in the size and complexity of colleges and universities, to the growing distance between students and faculty, and to the range of problems, both personal and as a body, faced by students on large campuses. In the context of current developments, I believe student personnel officers on large campuses have two roles, and the central question, for them and for their institutions, is which of these roles do they emphasize, to which are attached their strongest feelings and interests. The first of these, of course, is their role as people who are highly expert in the organization and administration of student services, and in the orderly and efficient provision for students' non-academic needs through those services. The other role, paradoxically, calls on them to mitigate the climate of impersonality and standardization that tends to emerge on large campuses; to work to reduce the gap between undergraduate students and faculty members left by the growth of graduate work, faculty research, consulting and foreign travel; and to fill that gap by actions and programs that respect and enhance the unique individuality of students. These are in part incompatible roles, roles in conflict, and it takes skill, and something more than skill, to reconcile them.

The temptation to accept the first of these two

roles, and its accompanying tasks, as primary, is considerable. College and university presidents and faculty members alike may ask only that things run in an orderly and quiet fashion. If student services are running smoothly, if the suicide rate is low, if not too many irate parents or choleric alumni or crusading legislative committees turn up in the president's office crying sex, anarchy and havoc -- then a student personnel officer may feel he has earned a "well done" and perhaps even a full night's sleep (whether or not he gets either).

Now I do not minimize either the necessity for or the value of the wide range of student services and orderly arrangements that allow students to get on with the business of learning without continual distraction from their own members or from external pressures. Moreover, both students and faculty in American colleges and universities come to take for granted the range of student services which are provided on our campuses, and which meet a great variety of physical, social and intellectual needs and interests of students. We have only to look at large universities elsewhere -- notably in Asia and Latin America -- where these services are not provided, or to read of the turmoil, the shootings and affrays and indiscipline so common in American colleges in the first half of the nineteenth century, to get some sense of their contribution to academic life as a whole.

But I think that the development and administration of orderly and efficient services, and the avoidance of trouble, can be pursued as an end in itself, and even as the primary end of student personnel work. Where that is the case, student personnel officers are not accepting what I think are the really creative challenges of their second role -- to create and nourish conditions for student life which work to reduce rather than to organize the impersonality of the modern mass campus.

What I am suggesting is that the new developments which deepen the gulf between students and faculty create the opportunity, indeed the necessity, for the student personnel officer to enter more actively the life of his institution as an educator, and not solely or primarily as an administrator of student services. Indeed, student personnel people have long accepted that informal education is a part of their role especially when they act as counselors and advisers. But I am suggesting that student personnel officers have too often insulated their dual roles as educators and administrators from each other: on one hand, talking to individual students in direct and personal ways about their lives and studies and careers, their fears and hopes and disappointments; and on the other, running efficient and orderly student services and seeing to it that not too many student problems land in the president's lap.

We all know that a very large part of college students' education takes place not in the classroom, or even

in their solitary studies, but in the course of their relations with one another. Woodrow Wilson put it well half a century ago:

"The real intellectual life of a body of undergraduates," he observed, "if there be any, manifests itself, not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures. You will see the true life of a college....where youths get together and let themselves go upon their favorite themes -- in the effect their studies have upon them when no compulsion of any kind is on them, and they are not thinking to be called to a reckoning of what they know." [Woodrow Wilson, "The Spirit of Learning" in Selected Literary and Political Papers and Addresses of Woodrow Wilson, Vol. I, New York, Grosset & Dunlap, 1925. p. 252.]

Now the faculty has responsibility for what goes on in the classroom and laboratory, and the librarian for what happens in his or her bailiwick. But who, if not the student personnel officer, has day-to-day responsibility for the life of the student on campus outside of classroom and library? And here the challenge should be not how well and smoothly can we organize those hours and places where that life is lived, but rather, what can be done to facilitate the education of students, in its various forms, that may take place there. To plan from that perspective is to assume an active, even a vital educational role in a college or university, potentially far more consequential in its total impact on the intellectual life of the campus than the treatment of the casualties of college life that comprises so large and honorable a part of the student personnel officer's work.

Residence halls are a potentially powerful educational force, and it is in their planning, both of their physical forms and their social arrangements, that student personnel officers should be playing a larger role than I gather is customary. How often are Deans of Students brought actively into the physical planning of student resident halls? And how often when they are consulted, do they look at the blueprints in their role as educators rather than solely as administrators? And when they are involved, and as educators, how many can draw on studies or observations they have made of how space is actually used by students for educational purposes, so that they have the kind of knowledge they need to give substance to their opinions in the committee rooms?

You know the answers to those questions better than I do. But who if not student personnel officers can urge the inclusion of study rooms on each floor, and small reference libraries in each hall? Or argue for the seminar rooms that will bring at least part of the formal course work of the institution directly into residence halls, and thus reduce the enormous gulf between curriculum and extracurriculum?

You may not think much of my specific suggestions, but they are not my point. My point rather is that someone, and perhaps no one better qualified by interest and responsibility than student personnel officers, should be reviewing the conditions under which resident students spend the greater part of their lives on campus when not in class, and reviewing those conditions for what they can contribute to the educational climate of the institution.

What is true of the design of new buildings is true also of the renovation of existing structure. Architects are doing much of the planning that student personnel people and faculty members should be doing together -- that is, the planning of space for educational ends. And what is true of residence halls is true, in different forms and ways, for the more difficult task of planning programs and facilities for non-resident students. Are there places in or near the library where students can take a break for coffee and conversation with their fellows? Is there somewhere on campus where non-resident students can study in comfort? On many campuses the answer is simply no.

New problems and opportunities for student personnel people (in their educational roles) arise out of changes in educational practice -- for example, many faculties are introducing longer reading periods and more self-directed study. What additional burden will this place on study facilities on campus, and what can be done to expand them, in forms and places that will link study and leisure in precisely the ways that self-directed study implies?

As more of what has been graduate work appears in the undergraduate curriculum, and as more and more students continue on for graduate study, the line between graduate and undergraduate work grows more indistinct; for example, more advanced undergraduate work takes the form of seminars. This can be seen solely as a problem of finding seminar rooms at open hours, that is, as an administrative problem. It can also be seen as an educational problem: in this form it is-- how can we arrange for those meetings to be held at times and places that allow the seminar discussion to be carried on by its members informally and among themselves (and preferably over coffee) after the formal class hours are over? And what of the possibilities of attracting more graduate students, beyond the token one or two, into the residence halls -- and with them their serious academic interests, and friends and books and seminars -- gains that may be well worth the additional costs and administrative problems involved?

I hope you will forgive me the impertinence of these last few observations, which you may well see as an intrusion by an outsider on your own realm of competence and experience. My only excuse for such practical observations is that I want to illustrate, however awkwardly, an orientation to the problems of student life that I think

needs emphasizing, and that, like all innovative and creative roles, is always in danger of being overwhelmed by the demands of the daily task. It is especially difficult in a time of rapid growth and change to retain conceptions of the possible and the desirable; and we all of us, teachers and administrators alike, find much of our energies going into simply coping, today with four and a half million, tomorrow with seven million college and university students. But ironically, the very growth of mass higher education which demands such efforts of organization and administration, also creates the need for a stronger commitment to orientations and actions that are not merely administrative, but which serve our most valued conceptions of liberal education.

Thank you very much. (Applause)

CHAIRMAN SMITH: Thank you, sir.

You will notice I slipped when I was up here a little earlier, and I almost put a "doctor" in front of Father Gannon's name. That would have been legitimate, really, from my point of view.

I will admit also that I always hesitate to get into the introduction of people these days, especially in NASPA. We are getting very confused as to titles. Last night somebody called Vic -- what was it? -- somebody said in a very informal note, "Father, Brother, President Vic." (Laughter) I am very confused by a lot of things.

I am not very confused by one thing, and that is that Vic, who procured Father Gannon for us, has wanted us to hear him and to get to know him for some time. I think, again just as the way our speakers come to us, Vic wants us to hear what he has to say.

I think most of us know that Father Gannon is a former president of Fordham. He did not want me to give any dates at all to anything. I won't. I would rather give the dates than the titles, but I won't give either. I had breakfast with Father Gannon. He is not as aggressive. (Laughter)

I would like to introduce to you -- and I know Vic is very happy that I am about to do so -- Father Robert Gannon, Superior of Jesuit Missions House. (Applause)

REVEREND ROBERT I. GANNON, S.J. (Former President of Fordham University; Superior, Jesuit Missions House): Mr. Chairman, Dr. Trow, Ladies and Gentlemen: I don't know how you feel about it, but I inherently mistrust a Chairman who is seven feet high. (Laughter and applause) First of all, I'm afraid of him. (Laughter) Secondly, I don't think he's a dean at all. I think he's playing hooky from a basketball team. (Laughter)

My assignment this morning -- by the way, he was bullying me at breakfast and he said, "You are supposed to talk a half hour; but it's all right as long as you finish by ten o'clock. (Laughter as he looked at his watch)

My original assignment was very interesting. He said, "We would have you as an academician who would view the campus as a center of universal learning; in other words, taking the ivory tower approach that learning for learning's sake is the critical issue."

Well, it took me back to an interesting visit I paid to Japan some years ago, and the party I was with was a professor of the University of Zaragoza. The Japanese newspapers thought there was an occasion for a press conference. They met us in Ynzen, or some place like that. We sat in two chairs, and ten of them stood out there in striped pants and morning coats, from these wonderful newspapers, and the chairman from Mainichi got up and bowed very stiffly. He said, "Will you two please talk in an intelligent manner for one hour, and we shall take notes." (Laughter)

I assured him that I, for one, could not talk in an intelligent manner for ten minutes on any given subject, so he had better ask questions. So he said to me, "Discuss, please, the influence of Buddhism on Japanese character from an American point of view." (Laughter)

So here I am, an academician in an ivory tower. Put into the language of the tower, that means that I am an egghead completely out of touch with reality. (Laughter)

"Learning for Learning's Sake" was to be the topic. Unfortunately, that applies to so little learning and so small a proportion of our students. First of all, I think it would be very difficult to go into our professional school -- by the way, the only reason I feel any assurance in addressing you today is, before I deteriorated into the president's office (laughter) I was Dean of Men in the College of (of all things!) Business and Finance. But you can not persuade anybody there that there is no connection between learning and earning. And as for the other part, if you go into any college of Arts and Sciences nobody, I think, would defend the position that there is no connection between the whole man and the learning that he is doing in class.

So being an academician now in an ivory tower, I shrink from the task that was given me, as a matter of fact, and I take what seems to me to be one of the principal issues that we face in colleges, especially as Deans of Men who are in contact with the student body and helping in this formation of the whole man.

I think that one of the main issues we are facing is this struggle that we can see around us between humanism and anti-humanism. It fits, of course, into my role in the

ivory tower because the average student in college regards humanism and the liberal arts and all that junk as being really related to an ivory tower. I think they are talking about the Parsees, with the corpses laid out and the vultures circling overhead.

Jack Barzun has just written a book on science that got a terrible tearing apart in the New York Times last Sunday. In it, of course, he says that all this business of humanism and the liberal arts, all this business is dead as a corpse, done in by the wicked forces of science. We will mention something about that later on.

So this becomes a plea never to let your undergraduates forget the importance of the right sort of humanism and the urgency, of course, behind this is heightened by a world environment which I am supposed to ignore completely. There is no opposition between my remarks and the very delightful paper given by Dr. Trow. This is merely a footnote to his study on the bearing of different college environments on higher education.

Last year you were fortunate in having Dr. Harold Stoke of Queens College, and I was fortunate in seeing the report of his remarks afterwards published, on the nature and the purpose of a university. He pointed out there something which was very refreshing, I am sure, to you though I know that the student body would not be able to make any sense of it, and that is that the college and universities do not exist for the students. I think if he got up and said that in Queens he would be faced with a picket line.

But the fact is that colleges and universities exist for a cause which the students and faculty alike are supposed to serve, and that is the advancement and the preservation of sapientia et doctrina -- that is why they appear on so many college seals, you see, "of wisdom and knowledge." Wisdom, of course, being the accumulated treasure that comes to us from the meditations of a thousand generations that have gone before us, each one adding just a few nuggets. Knowledge concentrates on facts; frequently develops an impressive array of formulae.

The old Quiz Kids that you remember so well were strong on knowledge and a little bit weak on wisdom. But both wisdom and knowledge are important, both are essential to civilization and progress. Both are part of college education.

But, and this is the important thing to note because of the attitudes of teenagers who regard anything that is old as worthless, and anything that is new as priceless-- I had one not long ago saying, "What on earth are they doing bringing Michelangelo to the World's Fair. What do we have to do with Michelangelo?" He said, "He doesn't express us."

You say, thank God. (Laughter) But because of the attitude of these teenagers we have to work twice as hard to make them appreciate wisdom as we do to make them appreciate knowledge.

That is why it is twice as necessary for student personnel administrators to enthuse about wisdom as it is to enthuse about knowledge.

Now what concrete force and what concrete form does wisdom take in a college curriculum?

Well, we find it, of course in the historic wisdom studies commonly known as the humanities. From time immemorial philosophy and literature and history, mathematics and the physical sciences -- it is always a matter of some surprise to some people -- we have thought of as being wisdom studies, provided they have a background of true humanism. Without that background, even literature is not humanistic. As a matter of fact, in some graduate schools in this country everything they study is reduced to a search for facts. How many digammas are there in the text? Just a mechanical process of tabulation, with nothing humanistic involved. Whereas scientists who have the right start in life, scientists who are at heart true humanists, become wiser the deeper they probe into their specialty.

In England it is rather common to find humanistic scientists, and that is because in the English secondary schools they have not only a liberal tradition, but they have a classical tradition. So in Cambridge, Old J. J. Thompson, for instance, of the Cavendish Laboratories, is a master at Trinity. You sit down at dinner with him and you find he was talking more about beauty than he was about temperature. The same was true of Baron von Hugel, a humanist first and foremost, and an eminent scientist.

In France, you would find Louis Pasteur and Jean Henri Fabre, humanists from the word go.

We have them on this side of the sea also. We have Hugh Scott Taylor of Princeton, and I see some ladies in the audience, so we ought to bring in Margaret Mead, the great anthropologist.

All these people are humanists. The enemy of wisdom and the liberal arts is not science, it is anti-humanistic science, and the effect of this anti-humanistic science and philosophy, I think, is profound on the rising generation.

Sometimes it seems as though there is a positive conspiracy against teenage happiness. They have not only the ordinary prophets of doom who are all around us -- you know how it is. One man on one side says if they don't do something about the babies, by 1975 there will be standing

room in Kansas. (Laughter) The fellow on the other side says, "Don't worry about standing room, by 1975 there won't be any Kansas." (Laughter)

You probably heard the version of gloom that they have in the Bronx up in New York where we have both the zoological gardens and the botanical gardens. The day, of course, is the day of the bomb. Human life has vanished from the face of the earth. As the smoke begins to lift, desolation everywhere. What used to be the primate house in the zoo, suddenly shows signs of life. Up comes a little male ape. He sits up there and blinks and looks around, lonesome, hungry. He climbs down and starts over to the botanical gardens. Just as he is passing that great, twisted mass of steel that used to be the greenhouse, out comes a little female ape. He said, "Am I glad to see you." She said, "Just a minute." So she comes down and comes up with a big red apple, and he says, "My gosh, do we have to start that all over again." (Laughter)

Actually, as far as the boys and girls in college are concerned, I think there is something deeper than just the gloom that we all see around us. I think as a matter of fact, for too many of them life is losing its meaning. They are groping, but it is not the groping of a scholar looking for more learning. It is not the groping of inquiring. It is the groping of insufficiency, the groping of insecurity.

I happened to have something to do with a little book that came out on liberal arts a couple of years ago and it got into the library of one of the best small colleges in New England, and I got a letter from one of the students. He said, "I have just finished Freshman. I was reading your book and it seemed from that that you have the idea that some sort of happiness came out of the liberal arts." He said, "Well I want you to know that at the end of one year of liberal arts I am ready to give up." And he enclosed a reading list. I think the brightest and most optimistic authors on the reading list were Jean Paul Sartre and Tennessee Williams. (Laughter)

I remember sitting down at a bull session in one of the greatest universities in the world. The subject came up of religion in education. I seemed to be the only one who felt there was any part to be played by religion. One boy was sitting there and his face was a study, you see. Just complete gloom. All of a sudden he blurted out -- he thought he was taking my part, you see -- all of a sudden he blurted out and said, "I think there are more important things in the world than truth." (Laughter) I looked at him. I said, "For instance?" He said, "I think happiness is more important than truth." He said, "I was happy until I came to this place, and learned the truth." (Laughter and applause)

One of the idols of the rising generation, particularly in our advanced universities, is Albert Camus, a Frenchman who is a great leader in French thought -- he was. He was killed a few years ago in an auto accident. Albert Camus was groping all the time. If you read one year, it does not tally with what he wrote the next. He was just trying, trying, trying. In one place he seemed to sum it up. He said, "Man must admit that life has meaning only when he recognizes that it has no meaning."

What does that do to an eighteen year old, when he sees mental life reduced to psychology, psychology to physiology, physiology to biology, and biology to mechanism? It is not strange that he feels like a germ crawling on the surface of a minor planet.

Five hundred years ago it was a different problem. Five hundred years ago there was the rise of what was known as simply humanism, and later as pagan humanism. It was the revival of Grecian Rome. This, of course, exalted man at the expense of God. Man was everything, you see. Of course there were humanists at the time, Desiderius Erasmus and Thomas More, who corrected the exaggerations of man's importance. They said, of course, man is important. He is the center of the universe, the greatest creature in existence, but he is a creature. That added something to a humanism that made it immortal, a humanism that could go on through generation after generation.

Well now, the time has come when anti-humanism has taken the stage. Anti-humanistic science and philosophy are exalting nature and machinery at the expense of man. Somehow things are more powerful, more beautiful, more noble. Man is consequently becoming more insignificant, a mere cog that the machine has created. Man is being downgraded in our universities.

What can that do to an eighteen year old? The humanism of Erasmus and More is obviously absurd because God is an outworn superstition, so we cannot talk about creatures any more. There wasn't any creation, you see.

Now even pagan humanism is absurd because it is perfectly ridiculous in an enlightened age like ours to talk of man as the center of the universe. Of course that was all right in the old cosmology. You could get an old map and find out that the entire universe was just the Mediterranean Sea. Just a few kingdoms around here. As a matter of fact if you got on the top of a good high mountain, you could pick the stars out of the sky. Well it was not any wonder that in those days, you see, man was the great big thing.

History the same way. History was just the history of a few families, a few great generals, a few great kings, and you could not get back to his great grandfather without

running back to an immortal god, you see. Now history is discovering what they consider the relics of a man that lived a million and a half years ago. The earth that we are treading.

Now I can remember, and I am a promising young man of 35, when sensible people would look in the first part of their Bible for the old chronology that they found there. They took it for granted that when they say Enoch begat so and so, and he begat so and so, and they lived 500 years, they could add that together and find out the age of the earth. So they found out the whole thing is 6,000 years. That is easy.

Now if you ask a man how old is the earth, well they get down and they find out by the radioactivity of the disintegration of uranium, and that is a good and legitimate scientific method. They find out that the earth we walk on is now three and a half billion years old.

And of course the same thing with the heavens. In this old cosmology Apollo would drive his chariot one way in the daytime, and Diane would drive hers the other way at night. It was all very simple. And the stars were blinking a little high up on the mountains.

Copernicus came in with his bright idea then, and Galileo began playing around with lenses. He put them together and said, "Boy, those stars are miles away." He put on another lens, "hundreds of miles away." Well now they do not talk about miles. Everything is a light year, a light year with light traveling 186,000 miles per second, you see. Now if you go out to Palomar, for example, and see that lens they have out there, and there is an exact duplicate at Corningware, where it was made, 200 inches in diameter, and using that lens they are in touch with stars that are two billion light years away.

And now down in Sugar Gulf the Navy was building up an installation there of a radio telescope that would be in touch with signals from stars thirty-eight billion light years away.

Well naturally the youngster who gets this first in the science magazines and then in the classes -- all sorts of references all around them, because they talk about things in the lunchroom that we knew nothing about when we were their age -- they will come in and say, "Did you say 38-billion light years?" Yes. They'll say, "God can't be that big." You say, "No, He's just infinite." (Laughter)

They say, "Did you say three and a half billion years?" I say, "Yes, three and a half billion years." They say, "God can't be that old." I say, "No, He's just eternal."

Meanwhile, what has become of man? Just turn on your TV any night and you will see thirty-eight men shot down like wild ducks, and nobody pays the slightest attention to them. At the end of the picture, the lovers kiss and walk off, and leave the corpses right there. (Laughter)

As a matter of fact, they get used to reducing everything to its component parts, and they say, well after all, what is a man? Well, he's so much sodium, he's so much hydrogen, he's so much carbon, and all these things. If you put them all together, how much there is in me at the present time at current prices, which are a little bit inflated, I find that I am worth exactly \$1.35.

And the students are getting that all around. No wonder they succumb to an atmosphere of cynicism, of anti-humanism, of hopelessness.

The average youngster in his late teens feels lost in a crowd. He feels like a cog in a machine. That, of course, explains a lot of our gangsterism. He feels like just a speck of dust in an expanding universe. I have always suspected of course that this had a good deal to do with the beatniks. You do not know out here what beatniks are, but in New York there is something of such a creature. It is a cross between a tin ear and a gypsy. Strangest little creatures you ever saw. Girls with their torea -- correo -- what do you call them -- Spanish pants. (Laughter) Blood red fingernails, and pigtails. And homely faces. I have never seen a good looking beatnik girl in my life. And boys with their whiskers. They sit in their pads and hate. They are hating. What is the matter with them? They are just covering discouragement and bewilderment, confusion, with that defiance and they are not all in Washington Square.

The New York Times had a little interesting experiment not too long ago. They went to one of our great inter-denominational institutions to find out if the beat generation had gotten in those doors. Then they printed what they found. It was amazing, seminarian after seminarian, one said, "I'm shattered almost to the bottom." Another said, "I'm falling completely apart." Another one, a little more picturesque, said, "I'm beat to my socks. You're beat to your socks. Beat." One said, "I'm without God; I'm without joy." Another pointed to an abstraction that was on the wall. He said, "Like that picture, you just go back and back with nothing happening, just back and back into nothingness."

They saw the rector and interviewed him, and he said, "These men just cannot be understood. They do not know what it means to be happy." We have such a thing as anti-humanistic art. I do not dare say modern art because of the display that is in the building at the present time. (Laughter) But we have such a thing as anti-humanistic art. Recently in our Museum of Modern Art -- I do not mean the

cement mixer on upper Fifth Avenue; I mean the other one downtown (laughter) -- they had an exhibit that they called "New Images of Man," and the Times was very enthusiastic about it because they said, "Thank god, at last artists are not trying to create beauty." That is the big thing. (Laughter) All they are trying to do is identify themselves with the human condition. And I wish you could have seen the human condition. (Laughter)

One of the main pieces was a bronze, about four feet high, that looked like nothing so much as the skeleton of a howling dog. And even the Times had to admit at the end of this enthusiastic review that of course it does present man without dignity, without hope, or any future. At times of course we have ourselves felt that feeling of insignificance in the presence of great nature.

I was up in Alaska last January and February -- tourist season (laughter) -- and as you know, up there to the west and the north of Alaska there are not any roads so in the wintertime when the rivers are frozen, you go by dogs or by plane. I was going by dogs, coming down the river, and of course the sky up there near the North Pole is just a different sky. It seems as though the sky holds all its glories for the north. It is simply marvelous. And realizing the distance and realizing the numbers, and realizing all the power of the tremendous dome above me, I felt crushed by a sense of my mortal insignificance, until, of course, I reflected and then I realized that the arch of this little dome of mine is actually in a sense greater than that whole arch of the sky, because I can reach out and comprehend it. I can make it work for me. That is only His footprint. I am His image.

As an example, in the Bell Telephone labs in Jersey, as some of you may know, they are run at very high scale. They are really on an average of any fine graduate school that you will find at Cal Tech, or any place else. So they had a problem there with their Trans-Atlantic telephone. There was a buzz that they could not locate. They got hold of a young fellow named Jansky and gave it to him as a project. What did he do? He reached up twenty-seven thousand light years, right into the middle of the galaxy, and made it work for them; found out the cause of the disturbance and turned it off. He adjusted his machines and the buzz vanished, and they went on with their telephone.

If young people, the ones we can enthuse, can only hang on to the humanism of Erasmus, and the humanism of Thomas More -- and I do not mean the study of Latin and Greek, but the philosophy of education that makes man the center of the universe because of his nature, and because of his destiny, then they are able to use the universe to achieve their end in life, and the explosion of knowledge that is going on is an explosion of scientific knowledge, and not an

explosion of wisdom. Actually we have not got enough wisdom to use the knowledge that is piling up. But this explosion of knowledge, instead of leading, as it is leading, to hopelessness, will give them a greater sense of security.

I do not think it is out of place to quote, in closing, John Tuzo Wilson, one of those scientific humanists I mentioned. He is a professor up in the University of Toronto. He is president of the International Union of Geology and Physics. He was, as a matter of fact, the president of the Geophysical Year that you remember a couple of years ago in which Moscow and all the others took part. In the report that he wrote on that geophysical year, he slipped in this sentence, which makes it clear that the problem of hopelessness is not due to science or to scientists, but to the anti-humanists and the anti-humanism of some scientists. He says:

"The scientist is saved from the sin of Lucifer by the ever-increasing awe which holds self-conceit in check. If science has given unexpected power to man, it has to an even greater extent revealed the unimagined power of God."

Thank you very much. (Prolonged applause)

CHAIRMAN SMITH: I think after Grosslight, Cox, Trow and Gannon, we recognize there are many different kinds of experts. We, perhaps, recognize even more than ever that education is just a matter of bringing people into contact with people, and not arbitrarily designating some as students and some as teachers without much desire, I think.

I imagine what we can do now is get a quick cup of coffee. O.D., are you in "Gestalt" back there anywhere? (Laughter)

I assume that the people who are running these seminars take their jobs seriously this morning, and that insofar as it is possible, you should have a cup of coffee and then get to the seminars, and let us get things going. The speakers will circulate. We are asking them to curculate from seminar to seminar, but let us keep it moving.

Thank you, gentlemen, very much. (Applause)

... The Fourth General Session recessed at ten-five o'clock ...

SEMINAR SESSION

Tuesday Morning, April 7, 1964

The Discussion Seminar, held in the McGregor Conference Center, Room B-1, convened at ten-fifty o'clock, John T. Bonner, Jr., Executive Dean, Ohio State University, presiding.

CHAIRMAN BONNER: Gentlemen, time is becoming more and more of the essence. I assume in order to make the twelve-fifteen buffeteria we should adjourn this meeting no later than twelve o'clock, and possibly a few minutes before, and after two very refreshing speeches this morning and a refreshing cup of coffee, I am sure you are ready for this discussion.

First of all I will present to you my colleagues who will give some very brief remarks on their observations of the two speakers this morning. Then I will throw this open to your discussion.

Since we have our very competent stenotypist here with us, I will ask you, before you state your question or give your observation, if you would give your name and your institution.

Unlike the Japanese press, that Father Gannon referred to this morning, we do not ask that you speak intelligently, only distinctly. (Laughter) And to speak to you not only distinctly but with distinction, in their observations of the speakers this morning, first of all may I present Lawrence Riggs, Dean of Students of DePauw.

DEAN LAWRENCE RIGGS (Dean of Students, DePauw University): Thank you very much. I am pleased to be relieved of the necessity of even trying to be intelligent then.

It appears to me these two speakers complement each other, as I am sure it did to you, because, as one of them asks us to give more attention in our daily work to those influences that essentially are humanizing, he is asking us at the same time to develop for ourselves some understanding of what this means.

To me, this is perhaps an important basic ingredient not outlined for us in detail but an assignment each of us should take home and continue to work on, for I assume that no personnel worker could long stay in his work if he did not have for himself some rationale from which he operated. I make a plea that it be more conscious as we go on; that we try to identify what our rationale is in relation to the first role, even though we may give affirmation to other goals and aims in our work, and whether what we do from day

to day illustrates in any way the sense of the importance of this humanizing influence.

The second speaker, of course, gave us a basis for operation and suggested very strongly the grounds of an ethical system we heard about yesterday. We were reminded yesterday, you will recall, of the need for building an ethical system before we make a structure of function and organization.

At this point, it appears to me our speaker this morning was saying that one basis for this is the fundamental belief that we are creatures. Without any apology for this being an avowedly religious idea, it does seem to me that it furnishes us with a most fundamental insight about our relationships and gives us a base upon which we can build a rationale that will be unparalleled; for without this I think we will succumb to the buffeting each of us takes in personal relationships, to those roles of absorbing that we play, day by day, to the demand on us for wisdom far beyond that which we feel we have, or is available anyhow, anyplace. And in succumbing, therefore, we will retreat to the comfortableness of performing our roles as administrators of programs and services because this may, in the long run, be easier to do and to defend.

So I say, these speeches have challenged us to develop, each for himself, a satisfying rationale for his work based primarily on how we feel about our relationships to each other and to our students.

CHAIRMAN BONNER: Thank you, Larry.

The other colleague of mine who will briefly give you some food for thought in your analysis of the two speeches this morning is Dean Lippincott, Dean of Students at Princeton. Bill.

DEAN WILLIAM LIPPINCOTT (Dean of Students, Princeton University): Thank you, John. Gentlemen, you heard about wisdom and knowledge this morning. I am going to assume that you have the knowledge of what was said. I am sure you can recall it just as well as I can. I think what we need here to get this going is, perhaps, your wisdom in an effort to suggest some of the answers to the questions that were asked in the speeches.

I will just make a couple of points in the form of questions really. It occurred to me, in listening to Dr. Trow, that he set the pattern in the very beginning by quite rightly bemoaning the trend toward impersonalization on the campus and the extent to which this has affected and diluted the very real value of student-faculty relations.

He also stated, I believe, that one very real solution to this was in the form of structure. In other words,

the structure of the educational system in a particular institution has to be planned so as to provide just the physical and time opportunity for students to get together with faculty members. I could not agree with this more. The question I raise is: Given this condition, if it can be achieved, then what? There is a point beyond which a number of institutions have found they have trouble. They have the structure, they have the right student-faculty ratio, so to speak, but even then in this particular day and age, and in this particular contemporary society, the old student-Mr. Chips relationship just does not seem to exist anymore.

So the question is whether the optimum student-faculty relationship is an anachronism or not in contemporary time. That is just one question.

The other question, in shifting to the second speaker, which Father Gannon was really talking about -- here I am telling you what he was talking about, you know -- the business of anti-humanism; and I see it on my campus, and I have talked to many of my colleagues who see it. Here again, when we ask ourselves how we can combat anti-humanism, I think that up to a point it can also be alleviated by structure, by the structure of the curriculum and by the extent to which students are exposed to humanistic studies. I think this goes without saying. But beyond that, how can we, on our campuses, combat anti-humanism in relationship to present day society?

What I am really getting at here, I think, is that in both of these questions there is a point of diminishing returns and what we can do in our institutions -- I am afraid I am sounding a little pessimistic here -- because of the contemporary world that we live in. I am afraid there is a kind of grimness, and Father Gannon certainly put his finger on it and he very persuasively said "We have to do something about this anti-humanism." But how? After you have gone to the point of providing the structure for student-faculty relationships, the structure for the proper curricula, heavily weighted in humanistic studies, then where do we go? Here is where the human element comes in.

I just do not think that any one of us, as a single student personnel administrator, or any one of us as, shall we say, the manager of a staff of student personnel administrators, can press a button and fill the gap. We can go a long way in every individual contact we have with the student. I think this goes without saying. We feel this is important in our relationship with students or we would not be in the business. But I felt that it was suggested this morning that we, as student personnel administrators, can press a magic button and fill the gap created by the impersonalization of education and the lack of student-faculty relationship, and I think it is kind of naive to think that we can.

CHAIRMAN BONNER: Thank you, Bill.

May I take the opportunity to make one very brief comment, coming as I do from an institution with a very large number of students, and seeing in the audience representatives of even larger institutions. I could not help but comment on Dr. Trow's remarks deploring mass education and large classes. Then as I was sitting here, I thought of Father Gannon's remarks. There were several hundred of us in that hall, and yet while the Father was speaking, as far as I am concerned, he and I were the only two people in the universe. I think, personally, that this illustrates that regardless of the size of the sections, if you get the type of person as stimulating as Father Gannon, you can reach the students in a very personal way. This is my commercial for a large institution. (Laughter)

Gentlemen, what are your observations on the comments this morning? Your questions.

DEAN HAACK: I would have one comment, following up yours, that I think plagues all of us. That is: How can you get the impact that you are talking about, that came through for some of us in the days of the master teacher, the man who could take an auditorium and do a motivational job, when we select faculties nowadays on their scholarship and their writing?

CHAIRMAN BONNER: Does anyone have the answer to that question? (Laughter)

DEAN HAACK: I just wanted to read that into the record.

CHAIRMAN BONNER: Or is that a rhetorical question? We will assume that it is and the answer is implied in the question.

DEAN GEORGE L. PLAYE (Dean of Undergraduate Students, University of Chicago): I have been attending these meetings for five years and I have heard this song and dance before here, and in my own institution the same song and dance is sung. People wring their hands but not very much is done. I think that because we have certain facts that are hard to fight against that we must not, for that reason alone, stop reminding them and becoming the consciences of our institutions.

I think there is some hope. A school like the University of Indiana, for instance, has very serious discussions about how to get better teaching in the institution, and I think that the students themselves ultimately can put some pressures on us to change the dormitory rules. They ought to be putting pressure on their professors to change their particular folkways and mores, and we ought to be reminding them of that. (Laughter)

CHAIRMAN BONNER: Thank you, George.

VICE PRESIDENT ERIC G. CURTIS (Vice President, Earlham College): I think, following up everything that has been said this morning, I have just a comment. It certainly is not the answer. I am speaking -- and this is my only knowledge of the matter -- of a small college.

Dean Riggs said that we as individuals, as personnel workers, had to examine afresh our own rationale and basis for how we acted, and for the impetus that we might find in our work. Then, I think, a second comment this morning from Princeton, was that we may have the structure but you just cannot press a button and get it to work.

The thing that I see that is an advantage to a place like Earlham, and this is perhaps the advantage of accident, is that of being a small, rather deliberately created college, and I sympathize very much and do not quite see the answer to the much larger institution. It seems to me, in other words, that we have to have a pretty clearly conceived rationale for the institution, as well as for the individual dean and personnel worker within the institution.

My circumstance is a congenial and supported one at a place like Earlham, because we think we know what we are about. We think we know the reason for the college. And, fairly deliberately, we chose our faculty, and the teaching faculty that come -- and this is, I think, in reference to the first comment that was made from the floor -- the teaching faculty that come do find themselves involved in a deliberate situation, where the matter of values, the matter of individual relationships is very much at the heart of what we do.

I think the thing that certainly impressed me, and I imagine impressed all of us about Father Gannon this morning, was that his impact upon us was not merely the questions he raised, but his obvious sense of knowing where he stood in relation to them. And this was what was so dynamic and impressive about the man, and that uplifted us, I think, as we listened to it.

Now, how do we bring that back to our institutions?

I think we have some of this at a small college like my own, but this is not something to boast about. It is just something we are lucky to have.

How do we bring to our faculties and to the rationale of all institutions the kind of insight that is needed for attacking these problems? This is just a question, and not an answer.

CHAIRMAN BONNER: Are you really posing the question, sir? And, as I understood this from the University of

Chicago's remarks, do we as student personnel administrators have any responsibility for selecting the teaching faculty?

I can see some head-shaking.

Do the faculty feel they have any responsibility for our areas?

DEAN PLAYE: Yes, absolutely.

REV. EDWARD B. GILLEN (Director of Student Personnel Services, Canisius College): I think some of us, as the chief personnel officer on the campus, if we sit on the president's executive committee, can work as I was fortunate enough to work on the faculty statutes, handbook, and I spent most of my time not fighting the academic dean on his desire for research and publications but stressing with the president the need for good teaching ability as a reason for proceeding from rank to rank.

I think we are all familiar with the difference of having a political action group on campus and an action group on campus. We can go back to our campus with the concept of taking action. I think there are subtle ways that at least the chief officer can not exactly push a button but can make his influence felt. We are beginning to reflect more and more a felt need on the campus, I think. And I do think we can -- while we do not select the faculty -- we can have something to say about the policies by which they are selected.

Also, I think we can say that the statement of commitment of our own institution is clear, and that the new faculty members who come to us realize what this commitment is, and might go through an in-service training for six months so they are doing the same thing the institution is trying to accomplish.

CHAIRMAN BONNER: Are you assuming that since we are going to become an action group now that we are going to go back and picket the faculty dean?

DEAN TURNER: Just a pessimistic comment here, John.

I want to tell you that at a recent meeting of this recent Commission on Higher Education the Secretary of the Commission made the statement that within the next five years the State of Illinois would need, badly need one-half the entire output of Ph.D.'s in the United States. He did not see any chance of our getting them, and he thought we faced a serious shortage of poor teachers. (Laughter)

MR. PHILIP A. TRIPP (Specialist for Student Services, U.S. Office of Education): I think what I have to say is possibly specialized from my perspective of the field,

which gives me an opportunity to see a variety of situations. It seems to me that student personnel work and its administrators may be characterized as "Seven Characters in Search of an Author."

One of my responsibilities is to review research proposals that come to the cooperative research branch that are pertinent to student personnel work. In eighteen months I have not seen six proposals from offices of student personnel administrators. I see many that come from psychologists, and many that come from counseling centers, and many that come from sociologists.

I have been asking, and maybe I am just not hitting statistical luck, but I have only found one dean of students or chief student personnel administrator who has any designation of time on his staff for research purposes.

I think I see us ready and willing and able to accept the terms of the game that are thrown down to us.

If you want to have residence halls, be sure they fund themselves. Do not make any claims on institutional operating funds. If you want to have a university center that is more than a hamburger stand, be sure that it pays for itself before you try to do anything beyond that.

It seems to me we have accepted the terms of the game that are given us, rather than making declarations for ourselves and declaring a professional guise -- not that we maybe have no such entitlement. I do not know. My instincts tell me we do. They tell me that we are the integrators on college campuses, that this is our professional charge, but that we have not defined this in any meaningful, substantial way yet at a general enough level that we can all understand and accept.

So, inevitably, we are kind of nuts and bolts operators who do as we are told rather than being creative and imaginative in the kinds of challenges -- and there are terrible ones -- that are being thrown down to us.

Father Gannon has a marvelous theology, at least 2,000 years old, to fall back on. We poor secularists don't. We must create our own theology and metaphysics, and I think we are being bad metaphysicians.

So this is it, for what it is worth, in this discussion.

DEAN CHARLES H. RICHMOND (Dean of Students, Oklahoma Central State): I think the difference between the size of the universities plays a part in it all right. I come from a middle-sized one of about 6,000, I suppose. But I am wondering if, when we go back to the whole thing, it is

not the individual teacher that is important. I see it on my campus. I see it on our other campuses, of large faculties, much larger than ours. When I was a student there I still found the individual faculty member who had that personal touch. I do not think it has to do with the size of the school, but I think it has to do with the size of the professor and the instructor.

I would even go back to the statement that was just made that I think we as individuals have a theology and a philosophy that goes back through all of these thousands of years that we can call on as individuals. I think if we would realize that every faculty member on our campus has something he wants to contribute -- and I think he is doing it, I think we are doing a much better job than we think we are -- I think we as personnel people need to do something and work in any way possible to free our individual professor, where he can bring out of himself his depth of knowledge and depth of thought and what makes him what he is. If he did not have something deep, I do not think he would be in education to start with.

I think we need to free him and give him a chance to bring it out.

DEAN RIGGS: John, I think we have confident feelings about our prerogatives in our own fields. None of us would hesitate to call together the student leaders on the campus to discuss some aspect of student government that pertains.

It appears to me that we may have prerogatives we are not using that are quite proper and that we have been reluctant to use for fear of stepping on toes.

As you all know, we have been a very defensive profession, and we have grown up through a kind of adolescence now, and maybe we should begin to leave this and more maturely take some of our prerogatives.

This is more easily said than done, but specifically, in light of the last comments, why would it not be possible for us to take the lead in making arrangements for students to meet professors? I know of an example on a relatively small campus where one would assume these relationships should come about normally. I called together a group of faculty and asked if they would like to have some help in having students in their homes -- and this meant a little financial help, because we had been given a unique small amount of money. The size was not unique; the gift was unique (laughter) -- straighten that out for me, will you? (laughter) -- the use of which was to be to defray expenses in professor's homes.

Now, this may only run to two or two and a half dollars for some cokes and so on, but it was felt, in time of

depression, that this would be helpful.

I called together the interested faculty and, do you know, they pathetically asked me if I thought students wanted to be in their homes. They did not want to take the prerogative and insist the students come for fear they might think they were putting on a command performance. This was an astonishing new insight to me and apparently I became a catalytic agent that allowed the students to get together with the faculty. It did not occur to me that this possibly could exist. They are adults. They know their relations with students. Maybe we need to be more imaginative about actual programs that we could properly carry on.

Number two. Maybe we could do this with individual professors we know, individual students.

Number three. On the great big campus, maybe we could give attention to the student who does not have roots on the campus. I think we cannot compel this, but we might provide an opportunity for meetings.

What about encouraging our fraternities to have four o'clock coffee hours occasionally, for which there is very little structure, but that they specifically invite in two or three professors merely to be there? What about ourselves being available, say, in the student union now and then, simply for a kind of semi-structured conference of getting acquainted on the bigger campuses where this cannot happen so easily?

These are a few practical suggestions. I am sure you have many more.

DIRECTOR HERB SMITH (Acting Director Student Activities, Indiana University): I was a little disturbed by Dr. Trow's remarks along the line of the statistics he quoted in bringing in students, into your homes and so forth, and remarks along that same line. Yesterday morning, I was also disturbed in one of the discussion groups which I visited here, in which we talked about groups and organizations and a kind of feeling, I felt, of curtailment on the part of some administrators in having groups on the campus, and trying to hold them down in the area of civil rights and other issues on the campus. God knows, we have enough of them at Indiana. But along this line, I could look around at some of our schools on the campus at Indiana, and the Business School, for instance, where I would hate to even mention the fact to some professor in the Business School that he should have students over to his house. In the creative arts of music, speech and theater, television and radio, they do a great deal of this.

In one of the classes I teach, when I get around to the area of propaganda, I point out that probably the

greatest propagandist in the world is the teacher in the classroom, or on the campus itself. This is supposed to be good propaganda, and I do not see anything wrong with us having more freedom of speech and freedom of expression, and I was very disturbed yesterday morning by this feeling expressed of not letting outsiders onto our campus.

This morning, Dr. Trow also mentioned, of course, that a great deal of learning takes place outside of the classroom, and I think we should not push too hard for more social action here on the part of teachers and students any more than some outsiders in our community coming in also and helping out in this area. They go hand in hand.

VICE PRESIDENT CURTIS: If I may speak briefly again. It is much easier, again, for us in a small college, but we do give our faculty, to be precise, 40 cents per student as they entertain them in their homes. This kind of thing is mentioned in a faculty newsletter. Our faculty has quite an extensive system of free meal tickets so that they can eat with students in committees, or in the dining room. We have quite a system of faculty members being invited into the dining room for the formal evening meals. I think perhaps more important, we have what we call a faculty retreat. Each September we have a faculty retreat which lasts two and a half days before the school year begins. This is very much of a philosophical occasion in which, particularly for new faculty members, they get some introduction into this Quaker college and what it is about.

We have a good deal in the way of our faculty members going to our small union and taking part in sessions of one kind or another. I, myself, next Saturday, will be going into a coffee house area, off campus, that students have set up entirely on their own, to give some readings of my own choice for two sessions on Saturday night.

My point in relation to these things is that I do not believe these are gimmicks, and they are not nearly as successful automatically as perhaps I am suggesting them to be. We have plenty of stresses and strains and we are not, by any means, entirely successful in these areas, but I do believe insofar as they have any validity at all they exist because of the rationale, because of the fairly conscious understanding of what we think we are about at the institution.

I cannot quite agree with the gentleman from Oklahoma who says that in a sense, as I understood him -- possibly he did not quite mean it this way -- we can rely on individual teachers kind of doing a good job off in their classrooms. It does seem to me that we need, as a group of people, as an institution, to know what we are about; and how we operate comes from that. We, as deans of students, need this very much, I think, for our own support and guidance.

CHAIRMAN BONNER: How else may we relate these excellent teachers to our students? Or is this one of our missions?

DEAN HAACK: It seems to me there is an overall problem, and this may be too philosophical to be helpful, but the longer I live and work with this thing the more I feel that our approach in modern higher education is synthetic. We deal with the pieces, and we assume that somewhere down the line the boy works out his own philosophy of life. We are rather inept, I think, in trying to put the whole picture together. This is traditionally what the small college does, particularly with a religious tradition. It is what even in the larger schools we used to do at the level of the college chapel which, in my judgment, has largely disappeared in favor of the large assembly, which has its usefulness.

The thing that Father Gannon was saying to me so clearly this morning, as that type of personnel does, is that at some point some central philosophy, some central *raison d'état*, needs to get out in the open, to be shot at, not to be agreed with necessarily. I think here we are rather inept and it probably suggests a good deal more programming. I know the difficulty there because you immediately get into a discussion of separation of church and state; you immediately get into the area of religion, which is taboo, and in some places we are afraid of it. We talk about it and do not come to terms with it.

I have a feeling on the part of a large number of our students, in constant conferences, in wide open discussions, which we have many of, that they are looking for something that they do not find. We seem to be, apart from the individual, unable to give this to them. We cannot program that. We have to program it because we are dealing with a mass situation. There are not enough of us to go around. There are not enough of the motivationally high impact teachers to go around. We have them, yes. I am not a complete pessimist there; but there are not enough to go around. And as these students follow the course curriculum, many of them never meet these men who have the greatest motivational impact.

What do we do centrally about it? I have no answer to that, except that as we see the problem we come up occasionally with some experimental solutions and it takes you right back into the good old area of the chapel and the function of religion in higher education, or values in higher education; my point being that they have to be, I think, centrally expressed.

CHAIRMAN BONNER: Thank you, Arno.

You have by this time doubtless noticed that our

first speaker this morning, Dr. Trow, is now with us, doing the job we would like all good teachers to do after they see us in a mass situation, to come to smaller groups so that we can really dissect them and find out what makes them tick and how they have arrived at these ideas. During the few moments Dr. Trow is with us I would suggest it might be appropriate, if you have any direct questions you would like to ask him, that you ask your questions of him at this time. We have been philosophizing.

DEAN PLAYE: I would like to ask Dr. Trow if he has any thoughts on this matter. I agree with him on this matter of getting smaller units wherever possible and, as a matter of fact, we have been trying for two years to find some magic solution to this very problem; but once an institution is established the task becomes monumental. I wonder if you have thought of any of the practical problems in bringing about a making smaller of the larger unit that is in existence? It is fairly easy when you start with a Santa Cruz and say you are going to do this. How about where it exists? Have you given any thought to the practical problems there?

DR. TROW: I have given it some thought. I do not think there are any magical solutions. I think the issue is whether one can seize on existing centers of attachment and encourage them. In a way, perhaps, the problem is not to create something out of nothing but to pay more attention to what actually exists on a campus and to some degree to nurture it. I am thinking, for example, of an embryonic faculty fellows program. Now really, there are two quite different issues when we are talking about resident students and non-resident students. There is no question in my mind that the non-resident students' issue is an enormously difficult nut to crack. This is a difficult nut to crack when students are there nine to five and resist, by temperament and disposition, any effort on your part to involve them in the institution in any way beyond equipping them with the skills and giving them the degrees that they want. You have very little leverage really.

With a resident student, one can conceivably set up and very often you can use the vague uneasiness, disquiet and vague guilt of faculty members who know that they are not getting to know any of their students, and who can be reached by something like "Why don't you come and attach yourself to one of the residence halls?" When that begins, that can very quickly routinize itself in a terribly trivial way. The faculty member comes, a few students meet him, and all are polite and chat about the weather, or baseball, or something.

The question then becomes, at least you have a nucleus, and how can you deepen this? How can you develop it into something more than a rather trivial encounter?

There the question is: What are the appropriate numbers? If the number of faculty members in a given house is very few, then you are really putting too great a burden on them. What is the range? Very many of the decisions are made in some sort of automatic way. At Berkeley, the notion was, "Well, let's have a man in science, a man in social science, a man in humanities, a man in the professional schools." I don't think anybody gave any thought to this. It was sort of an American notion to have everything represented. It is probably the absolutely wrong thing to do because the men themselves do not have a lot to talk about one to the other so there is no sustaining interest at all in that house.

If the house itself had several scientists or biologists or physicists who were interested in what each other were doing, and the cutting point between them, and if the house then could develop ways of attracting people with interests in that direction, then you would begin to bring into the house shared interests. If they are not there then people rest on the lowest common denominator of shared interest, which is baseball and automobiles and a few other things that you all know about.

So I think the thing to do is find out where the nuclei of communities are and to be as inventive as one can to nourish them.

DEAN W. L. SWARTZBAUGH (Associate Dean, Amherst College): I am inclined to support the idea of minimizing the situation of the structural organization, and having moved to Amherst from two institutions which were quite large, and feeling much of the advantages that were cited about Earlham's problems, I realize our problems are not the same as yours. We can do these things. We can involve students and faculty members in detailed work on the design of a dormitory, for example, in studying first the nature of the private life and the community life within that dormitory. But so much of what we do or what we fail to do is done by default. In many cases we administer major decisions in a purely Parkinsonian way by default because it is easy for the legislature to see buildings. It is easy for giving-alumni to see buildings. In many cases, we do not have a conception which can be as weighty on the side of the life of the student as on the side of the efficiency of a large, centralized dining hall.

In many cases, I think, just by failing to call a person at a particular time, or to state that there is a responsibility of a truly educational nature in the design of a facility or in the extension of a campus, be it in 500 men colleges, or whatever it may be, there are many times when we just fail to pull our share of the load. I think there are many missed opportunities in which our help and our particular kind of experience would be welcome in many colleges.

CHAIRMAN BONNER: May I ask for a show of hands. Evidently our friends at Earlham and others feel they have no problem in relating their students to the faculty. How many of you feel that you do have a problem in this regard? (The majority raised their hands) Certainly the preponderance of this group; so we will continue to pursue it.

DEAN PLAYE: You are just proving the point Dr. Trow made today.

DEAN JACK C. BUCKLE (Dean of Students, Lycoming College): This is a relatively small college. These problems do not just exist in the large institutions. It is not size, I think, that makes the difference. We find as much difficulty on our campus of 1,200 students as, I am sure, Indiana does, or some of the others do. It seems to me that the basic problem is one of whether or not students and faculty want to get together.

We have many contrived situations on our campus enabling students and faculty to get together. The faculty may eat at no cost in our dining room every noon. We have a contrived situation where once a year every faculty member invites the whole student body, or their share of it, into their homes in a series of pow-wows. We have all kinds of devices for them to do this. But a faculty member will go into the dining room at noon and sit down at a table and the students won't sit with him. (Laughter) This happens to one of the most popular faculty members on the campus, and one of the most dynamic and involved faculty members with students on the campus. They still won't sit with him.

You invite fifteen students to your pow-wow hoping to get seven who will accept. I am not sure how much they really want to get together. I think students say they do, but when they have the opportunity to do this I think they avoid it frequently.

CHAIRMAN BONNER: Gentlemen, for the benefit of those of you who have been trying to signal my attention, I am not losing you in the bloodshot portions of my eyes, but following Father Gannon's advice to get the widest amount of knowledge and wisdom, I am deliberately trying to recognize those people who have not yet participated.

REV. JOHN L. GALLAGHER (Assistant Dean of Men, Fairfield University): It seems to me we should not be using gimmicks for personal contact. I think that we should examine what we are ourselves and find out whether or not we have clear ideas on why an action is being done, why it has value.

That brings up a further question. How can we decide what is meaningful and valuable to men if we are not too sure what man is? Of course, obviously, I have my

own ideas on it, but I think that the students are looking for us to be committed to a particular position on what man is, and therefore why certain actions are valuable and meaningful to him.

Secondly, I think that once we are convinced of what man is and what is meaningful to him, I think that we will obtain this message that someone else mentioned, and we will want to give this message to the students and I think many of the gimmicks will fall in naturally after we have this great desire to contact the student with our message.

CHAIRMAN BONNER: Was it Quintilian or Alexander who said "To bring up a child and train him in the way he should go was to first go in the way you would have the child go"?

DEAN RICHARD B. CAPLE (Dean of Students, Northwestern State College): I would like to echo what was said here earlier on the part of this reticence of students to have a relationship with faculty.

We have a relatively small campus and there is ample opportunity for the student to do that. There is a point, however, beyond which they do not wish to go. I think the peer group also enforces this a great deal. I do not know what the answer to it is. We attempt one thing through our orientation program, and that is to try to get some understanding on the part of the students as to what his responsibility and role is as a student, and we hope, through some of our faculty meetings, to get an understanding of what the role of the faculty is. I think, possibly, if these roles were better understood we would have a better relationship.

What we find, I think, is that the values and goals of the faculty are sometimes quite different than the values and goals of the students, and their expectations of one another are often quite different, and this is a little difficult, sometimes, to overcome.

We do some of this in orientation, but we have not solved the whole problem.

CHAIRMAN BONNER: Thank you.

MR. TRIPP: I would like to ask a question. I have a chilling sensation that I hope you can warm for me, sir.
(Laughter)

DR. TROW: That is an ominous beginning. (Laughter)

MR. TRIPP: I think we have placed our bets on the intellectual life, and we have set our hopes on this marvelous instrument of higher education as the best means for approaching the intellectual life.

It seems to me clear and evident in the kinds of data you are reporting, or the kind of observations you are making, the kinds of observations being made in this room here today, that this engine is far from perfect.

One of the major defects, it seems evident, and which causes my chill, is that there is no human condition status that we can agree on. It seems to me that biologists now are less biologists at Ohio State University than they are biologists to the universe, and in a company of biologists. Their loyalty and aspirations and conception of the world concerns a select group. It has nothing to do with the realities of students. In this model we have come to depersonalize what was the means for becoming a human in the past, and still is, to some extent, to some degree, in our fine, small liberal arts colleges and those institutions where this is a self-conscious matter, and in which we are moved by religious faith, for example. I am chilled by these phenomenon, because these institutions represent a very small sliver of the total enterprise which educates American life, and if this model of what is American life is true, I have cause to be chilled, I think.

Could you pause on that?

DR. TROW: I am not quite as unhappy as you are, perhaps, about the cosmopolitan biologist who is a biologist to the universe. I rather like that notion. I suppose I do not really believe that to attach the student's loyalty to his institution is really a very grand aspiration in itself. My notion there is that it is not a bad way for him to connect with rather more important matters, that if we can connect him with his institution it may eventually come to be connected with the life of mind in rather a broader way, whether it be in biology or something else.

So this biologist you are speaking of is at least presenting a rather important model of the way a man can be connected with the world.

I am not sure, also, that these are incompatible things. They sort of model the renaissance man, who often is a pretty loyal man to his city as well, and manages to maintain a rather more broad and more universal set of loyalties than that as well.

So I really am not sure that models of that kind of man are such bad ones to be presented. They are perhaps not adequate, and that is part of what we are talking about, because they do not provide the machinery to move students out of adolescence and the commitment to pop culture to that. At that point they are just not communicating.

As an aspiration and a model, it is a very important and powerful one. I suppose -- just to say another word--

I am not quite as pessimistic, because I think we tend to forget how enormously ambitious the whole enterprise we are engaged in is. To move a whole society up in its self-consciousness and its degree of sensibility, and its cultural level, is an enormously grandiose, and, I can almost say only an American notion of what is possible.

I spent some time in Europe, and the very notion of this sort of thing strikes a European as insane. We do not think it is insane at all. We sit down and upbraid ourselves because everything is not going too well with those first generation students whose parents may not have finished grade school and who are not with us all the way when we are interested in introducing them to five centuries of civilization.

I think we have to keep that business in mind, because the development of a mass system of higher education, which I very strongly believe in, is going to involve very great difficulties for quite a little while, of the sort we are all experiencing.

CHAIRMAN BONNER: I am perfectly delighted that we do have our stenotypist with us today, because when I go home to my president to turn in my expense account I am going to include that quotation which implies that the Ohio State University is the universe. (Laughter) And from the Office of Education in Washington no less. (Laughter)

Bill Lippincott whispered a very interesting question in my ear, and at the risk of taking a second poll of this group I think it might be interesting if I were to follow Bill's suggestion and find out how many of this group of student personnel administrators have actually taught students in the classroom.

... Most of those present raised their hands ...

CHAIRMAN BONNER: Nearly everyone in the room, virtually everyone in this audience. Isn't that interesting, Dr. Trow?

DR. TROW: Yes.

CHAIRMAN BONNER: Notice how many have fallen from favor. (Laughter)

DR. TROW: Or risen to grace. (Laughter and applause)

MR. TRIPP: Trow for President! (Laughter)

DR. TROW: I am not a candidate. (Laughter)

DEAN BLAESSER: Looking for more elements and hope from our resource person, I am wondering, on the basis of

this study of the last few years, what hopeful elements you might point to with reference to one or two of your large metropolitan universities that you have been studying, which might have some application to the problem we have been discussing.

DR. TROW: One of our schools is San Francisco State College, and I find that extremely exciting and an energetic place. One of the reasons it is is that it has made a connection with the cultural life in San Francisco, in a way that I think not many city colleges or urban universities do.

Its boundaries are a little fuzzy, and I think it is stronger for that, because people who are involved in music and drama, particularly in that sort of thing -- art -- in San Francisco, are also part-time on the faculty at San Francisco, and they have created their own sub-culture and their own communities.

If you go through their halls you see an enormous amount of energetic work. I think that the arts lend themselves very much to this. The students, by the way, drop in and out. They are not particularly worried about getting degrees in four years, and they go out and work and come back. I think the whole conception of what college is is being changed in some of the urban colleges out there, and in ways I am very happy about.

I have to really think about a lot of those things, but there they really are creating these communities, and the effects of them show.

CHAIRMAN BONNER: Thank you.

There was a question over here.

DEAN CHARLES H. WITTEN (Dean of Students, University of South Carolina): I really have two separate things. One was an additional question to yours. I wonder how many people here are still teaching in the classroom or are completely out of touch with that sort of thing.

CHAIRMAN BONNER: It would be interesting. Let's find out right now for you. How many people here are still teaching in the classroom in addition to their other duties?

It looks like 40 to 50 percent of this group.

DEAN WITTEN: The speaker a while ago made a point that we set up this mechanism for humanizing relationships between faculty and students and it does not work. I think this is one of the points Father Gannon was trying to make. Here we set up a mechanism instead of being human about it. This faculty member who walks in and plunks himself down at a table

and says "Here I am, students, come and get me," or who walks up to a group of students and pushes one of them over and says "Hey fellas, I want to join you," I think that might be one approach.

One of the fraternities in our place was looking for a place to hold a barbeque. All the local places where they could hold a barbeque were busy that night. I said, "Okay, fellas, I have a big back yard. You come over and hold it in our back yard." That is the first time it was ever done, but it worked.

You can invite faculty and they will not come, you can invite students and they will not come; but you can invite enough until you get three or four who come on each side and you have made progress. I think there is no substitute for personal leadership.

Organizations will never take the place of men, and you have to have good personal leadership; otherwise the best mechanism, the best organization will fall flat on its face.

REV. MARTIN: I have wondered whether our educational system is not a hinderance to the faculty. It seems to me that an individual teacher in English, sociology, psychology, and so on, is probably imparting less wisdom -- perhaps a lot of knowledge, but less wisdom in the classroom -- than he would be as an individual, and that perhaps we are destroying a lot of characters by the subject matter.

For instance in English, when we insist that they associate almost exclusively with characters like Joyce and Hemingway and Tennessee Williams, and so on, that becomes a part of the individual. Since this is curriculum and a steady diet, I think we are, by the nature of it, creating people for the jungle when they are associating with social and moral bankruptcy.

If the individual teacher were having a direct influence on the students, outside the classroom, or not tied down with the subject matter, I think he would be a more wholesome person and there would be more benefit involved.

DEAN PETER H. ARMACOST (Dean of Students, Augsburg College): I have a question for Dr. Trow.

I find your description of sub-cultures among the students a good device as you described these different patterns of motivation and I understand your suggestion was that we deal differently with these sub-cultures you delineated for us. Could we focus just a second on the collegiate sub-culture you defined and described. How can we find competing motivations for the students in this collegiate sub-culture to direct them toward other sub-cultures we wish to

foster in the educational community?

What can we do as educators to help alter some of these motivation patterns in view of the fact that this student sub-culture is being controlled and impelled by so many powerful reinforcements, and we also have a culture outside the institution which enters into it as well?

DR. TROW: This is not a very easy question.

By the way, you have history on your side, if you follow the sub-culture, because it is likely to get a lot weaker in the future. It is decaying all around us. There are plenty of institutions that still fight strongly, but certainly it does not have the self-confidence, a sense of unchallenged superiority that it used to have, and I think causes of that lie in the increased importance of academic achievement, both for graduate school and for many of the personnel officers of large corporations.

It requires the kind of luxury of indifference to performance in school that is less and less possible for large numbers of students. So I find the collegiate sub-culture, without much effort on anybody's part, sharply on the decline and vocational and academic sub-cultures perhaps even particularly strong -- particularly the former.

So I would involve myself with problems of the future, I would put my finger on the latter two, rather than the collegiate sub-culture.

It is difficult to reach because it is inherently self-insulated, particularly where there is a system of fraternities and sororities to which people can retire.

A research of college women shows that despite the very strong intellectual climate, say at the University of California, at Berkeley, the sorority girls manage to be physically on campus for four years without anything that anybody can see happening to them. (Laughter)

It is not quite so true with fraternity fellows. They seem to get outside the walls of the fraternity house. I think the currents of life reach them a little more easily. There I do not have any sort of easy solution except that one might extrapolate some of the ideas that have been suggested here and consider ways.

I think there are many fraternity boys who join when they are freshmen and are sort of mildly unhappy by the time they are juniors, but not quite so unhappy as to be traitors and quit -- some of them do, but some cannot quite bring themselves to do that.

Now, the question that we all might ask ourselves is how can we provide some support for that mildly unhappy

fraternity member without requiring him to quit the fraternity and yet provide some centers and points of focus outside the fraternity for his developing, so to speak, embryonic post-college interests? Those are the sort of things that leads to.

CHAIRMAN BONNER: Realizing our problem, and getting back to the buffeteria and following the old adage of show business, leaving them always wanting a little more, may I be presumptuous enough to offer one slight summary.

Perhaps the reason for our concern with the faculty member not spending enough time with students is that on the basis of the poll asked for by Bill Lippincott it looks like we take the student-oriented faculty members and make them student personnel administrators, (laughter) and then we say "Why aren't the faculty interested in students?"

This may well be, Dr. Trow, that next year at our meetings we will find you among our ranks (laughter) as a member in good standing.

Gentlemen, we stand adjourned.

... The meeting recessed at twelve o'clock
noon ...

TUESDAY AFTERNOON SESSION

April 7, 1964

The Discussion Group on "College and National Fraternity Disciplinary Actions," held in the Crystal Room of the Park Shelton Hotel, convened at two-five o'clock, Roland D. Patzer, Dean of Men, University of Vermont, presiding.

CHAIRMAN PATZER: Gentlemen, as you know, at the business meeting yesterday a resolution was passed. The sum and substance was "In all cases involving the official status of the local chapter of a national fraternity there should be regular communication, among all interested parties, of information regarding the incident or penalty actions taken. No party should take action which involves implementation by another party without prior consultation with that party."

I suspect that if we were to be logical about our presentation this particular session should have preceded the resolution on the floor. It was the recommendation of the Fraternity Relations Committee that this panel be held to discuss a topic which is of interest and concern to deans and national fraternity officers throughout the country.

I should indicate further that a similar panel is to be held in July, early July, at the College Fraternity Secretaries Association, to discuss this same topic.

In setting up the panel, I thought it would be appropriate to select panelists who bring to this gathering a wide range of experiences.

The first presenter this afternoon is a relatively new Dean of Students, Dean Ed McGuire, from the University of Rhode Island. The second presenter, to my left, brings to this meeting a wealth of experience in fraternity affairs as a former national officer in D.U. and who is currently Dean of Students at Union College. And the third presenter, to my extreme left, is Mr. George Toll, Executive Secretary of Alpha Epsilon Pi and President of the College Fraternity Secretaries Association. And last, but by no means least, a man who is familiar to many of you in the role of former Dean of Men at Ohio Wesleyan University, now the Executive Secretary of Phi Gamma Delta, Mr. Bill Zerman.

With that introduction, I would like to begin and ask Mr. McGuire to present his remarks to you.

DEAN EDWARD M. MCGUIRE (Dean of Students, University of Rhode Island): Thank you, Rollie.

At the Chairman's demand I prepared my remarks. Normally I would not do this. I would have them on 3 x 5 cards made up before I got down here about five minutes, but Rollie insisted we prepare it, so I did. So you will excuse me if I read more directly from this prepared sheet than I normally would do.

I approach this task with a great deal of humility and trepidation. It is presumptuous for me, a dean for less than a year, to discuss the role national fraternities should play in disciplining local chapters. I am glad the Chairman, Rollie Patzer, qualified my assignment by indicating that this is a presentation by a new dean. My friend Ed Pollock, a seasoned veteran of many fraternity wars, will be speaking next, so perhaps he will temper what this new dean has to say.

At the outset I want to indicate that I am for fraternities and the University I serve is for fraternities. The University of Rhode Island has just recently reaffirmed its position that fraternities, in our judgment, contribute significantly to the educational development of young adults. The University of Rhode Island, working together with national fraternities, has created a fraternity system on our campus that in many ways is outstanding. My task today, however, is not to talk generally about fraternities or my University, but to focus on the critical aspect of discipline and what role the national should play in the discipline procedure of their local chapter.

To be painfully honest, I do not believe the national fraternity can contribute much in the way of discipline. It seems that the only time the national is really interested in getting involved in discipline is when the total local chapter must be disciplined, not when an individual chapter member needs to be disciplined. (To digress for one minute, by discipline I mean those techniques used to change anti-social behavior into behavior that is acceptable. I do not mean to imply that discipline is punishment. Discipline is not a form of retribution but an act of rehabilitation.) The national fraternity cannot do an effective job of disciplining the local chapter because it is impossible for the national fraternity to really know the local chapter.

To my limited knowledge, there is no way the national can get to know and understand the sub-groups within the local, the informal power structure within the local, the goals and ideals held by the local. In other words, there is no way, as nationals now function, for the national to gain any insight into the dynamics of the local chapter. Understanding of the dynamics is absolutely necessary if steps are to be taken to correct a wrong or change the behavior of the local chapter.

If the national fraternity were to attempt to discipline a local chapter with their superficial knowledge of the chapter, I am afraid confusion would result. The national would be attempting to treat an ill by recognizing only the symptom and not the disease, nor the patient, nor the remedy.

What can national fraternities do regarding discipline? Well, as best I can tell, the prime role national fraternities have in discipline is to support the dean on the scene. By support I do not mean pleading for leniency or suggesting a go-slow approach. By support I mean gathering the facts (and the dean should be the main supplier of the facts) suggesting to the local that they present the entire story to the dean, and counseling with the local to trust in the good faith and judgment of the dean, and to accept discipline as men and not as whimpering school boys.

There are, however, some other things the national can do, and I offer these ideas for your consideration:

In reference to discipline, the national office can be helpful in two basic areas:

- (1) Preventative education, and
- (2) Acting during the crisis.

I believe that the national office has been rather negligent as far as preventative education is concerned. Consider, for example, a national fraternity with an executive secretary and four field secretaries. How are these five men going to have any educational impact on 150 local chapters, each chapter made up of 50 brothers? The lack of sophistication in fraternity concepts, both educational and social, is the precipitating factor that brings about the need for discipline. The only semblance of education in fraternity affairs is evidenced in the pledging program and that education is limited as to purpose and value.

With education as the preventative keystone, I would suggest that the national office enlarge their staff to be able to accommodate greater programming in the local chapter. One of the great needs of fraternities is to have workshops at the local level. National and regional workshops are a help, but this approach meets the needs of only the major officers of each local chapter who may attend. The skills, and abilities, and values gained by the attending individual is usually not shared with the entire brotherhood. More important, the problems discussed at the national meetings, though important, frequently have no relevancy to the local chapter, and those problems discussed are not the ones that lead to a need for discipline.

The national office should also encourage workshops with other local chapters on a given campus. Our seventeen fraternities are represented at most national meetings but are not, due to this experience, any more able to cope with local problems. This suggestion amounts to national officers getting together and promoting and supporting workshops at the local levels.

The second role national offices have in discipline is acting during a time of crisis. This can be described as that situation when a fraternity has become involved in a serious incident in the eyes of the university and the general public. In these times of a crisis-laden discipline situation the national fraternity should immediately get a representative on the campus. This is necessary to supply some mature leadership to the local and to act as a liaison between the dean and the local chapter in cases where communication has faltered. There is no question but that the national office must assist the local during crisis, even when that crisis is of a disciplinary nature.

After the crisis has passed, the national can further follow up through a program of inculcating the objectives of the fraternity more fully.

If the university must discipline a local chapter it is, of course, incumbent upon the national to evaluate the problem and determine if additional discipline is necessary.

The dean, I must add, has some heavy obligations to the national when discipline is being applied to the local chapter. The dean must indicate to the national the full nature of the problem, the rationale behind the discipline being used, and the expected outcome of the discipline. The dean must not and cannot expect blind support from the national. The dean has to earn support from the national by demonstrating his awareness of the problem, his knowledge of the local chapter, and his skills in handling the situation. This must be done through the dean communicating as completely as possible with the national and working as closely as possible with the national man on the scene if the dean is fortunate enough to have one there.

In summary, the dean is the man who possesses the knowledge and the skills that are the prerequisite to the adequate handling of discipline, especially group discipline. The dean should enlist the aid and the support of the national when a local chapter is to be disciplined through the communicative process whenever possible. The national, with the understanding that the dean's motives and approach to discipline is healthy, can only play a role that is supportive of the dean. The national can best function before discipline is necessary through the educative process.

Every fraternity that must be disciplined is an indication that somewhere the dean has failed. Every fraternity that is disciplined is an indication that the ideals and purposes of the national fraternity has not been accepted by the local chapter.

CHAIRMAN PATZER: Thank you, Ed.

Our next presenter is Mr. Ed Pollock, from Union College. Ed.

DEAN EDWARD POLLOCK (Dean of Students, Union College): Gentlemen, it is nice to come into a meeting of NASPA and see so many faces friendly to fraternities.

Since we have had on the program at this meeting a representative from Andover Newton College, I should hasten to add, for the information particularly of the green ribbon wearers, that I do not come from Union Theological Seminary. (Laughter) I come from Union College, Mother of Fraternities. And it is with no embarrassment that I identify Union College as Mother of Fraternities. I must admit that she got a little dowdy for a while (laughter) but we are trying to get her back into the good graces of the rest of the family now.

As Ed has already indicated, Roland Patzer, exercising his true democratic approach to things, dictated that we prepare our remarks in detail. I will not apologize beyond that point for having to present them to you in this fashion. They will not be any more logical this way. (Laughter)

The average relationship between a college dean and a national fraternity office is distant kind of cordiality that enables the dean and the field man or, on rare occasions, the executive secretary, to meet easily and discuss profitably mutual problems. There are, of course, exceptions to this that are chiefly a result of personality or local factors such as a riot begun by members of a particular chapter directed against the president, board of trustees, and the dean himself.

Even this latter kind of event would not preclude a good working relationship between dean and secretary if communication was more satisfactory. The fact is that most of us have too many things on our minds too much of the time to be able to do the kind of job in communications that is necessary. We do those things that seem most pressing and allow others to slide. If we can get to them, we do; if not, they simply do not receive attention.

My plea, if it can be called that, is, let us realize that communication, effective communication, will save us more time and trouble in the long run if we will

place it high upon the priority list of necessary actions, particularly in emergency situations.

Many of our emergency situations involve fraternities one way or another. This is not to be considered a critical remark directed against fraternities, but a belief that many times our more original thinkers (at least in worldly matters) are to be found among members of fraternities. We usually call in chapter officers and frequently discuss matters with chapter advisers. Oftentimes we forget to involve or inform the fraternity secretary in the national office of what is going on. We may even go so far as to suspend a fraternity chapter of a national organization without thinking of letting them know what has transpired.

I have heard of many instances where the national fraternity learned of major discipline against its chapter from a third party, such as the secretary of another national fraternity who happened to have had a field man on the campus when everything happened. This is very difficult for the fraternity.

Members of the fraternity, particularly among alumni, want to know why the national did not step in to at least demonstrate that the national organization is also opposed to whatever it was that the chapter did. They find it difficult to believe that the fraternity office did not even know about the event. They read of it in the newspaper.

Even worse for the proper administration of a national fraternity is the situation requiring the national to follow a particular course of action on a campus without any prior consultation about the appropriateness or workability of this action. There have been far too many situations where the national has had to go along with a college in a disciplinary action, even helping to enforce the penalty, without ever having been consulted before the penalty was decided upon. This is not only poor administration, it is bad manners. We all know that the fraternity exists on the campus by the grace of the institution. This should not, however, be an excuse for us to make it more difficult for the national fraternity to do its best to build and maintain the individual chapter at the highest level.

Before some of you begin to organize a lynching party for me, let me hasten to add that there is another side to the coin. It has been my personal experience and that of many other deans to have the national fraternity decide on a course of disciplinary action against its chapter without any prior discussion with the dean. Most often this has been the result of poor scholarship performance by the chapter and the attempt to improve the situation by a national officer who fails to consider that the removal of

social privileges can be effective only if enforced by the dean.

It has been my misfortune to be informed of the impending suspension of one of my chapters by means of a carbon copy of a letter addressed to the chapter president. He was also learning of this for the first time. I was not consulted previously and have not been consulted yet. As a matter of fact, I have not even been told what is going on now. The action is still pending as far as I know.

My fellow panel members will have more to add to the list of faults on both sides. The real question that confronts us is how to eliminate this problem.

The Committee on Fraternity Relations of NASPA has considered this problem at length and proposed that there should be regular communication among all parties concerned with disciplinary cases involving the official status of a local chapter of a national fraternity. The Committee recommends further that "no party should take action which involves the implementation by another party without prior consultation with that party." The members of the Committee hope that all deans and secretaries will accept and implement this proposal.

Speaking now for myself, I would suggest another idea to aid in the implementation of the recommendations. Every dean should write out a set of procedures for disciplinary action. This would include investigation of the information or complaint, consultation with the chapter president and adviser, a letter, telegram or phone call to the national office (secretaries always tell me to phone collect!), a written statement of charges that reflects information from your investigation as well as the chapter's side of the issue, and then the procedure for holding a trial or hearing on the charges.

After a decision has been reached, I suggest that the chapter be notified through verbal and written communication with its president. Copies of this letter should go to the adviser, the national office of the fraternity, and other interested parties such as the alumni house corporation and the college president. I follow the practice of publishing a statement of charges and findings for general campus distribution, without naming the fraternity. This helps to reduce the value of sensational treatment by the campus press.

In all of my remarks, I want you to know that I have also been guilty of the faults mentioned. I will attempt to mend my ways and hope that you will too.

CHAIRMAN PATZER: Thank you, Ed. One of the few men I have heard in a long time who has been willing to bare his sins in public.

DEAN POLLOCK: Only part of them.

CHAIRMAN PATZER: Our next speaker is a man who has been in the fraternity world for a long time, Mr. George Toll, Executive Secretary of A E Pi.

MR. GEORGE TOLL (Executive Secretary, Alpha Epsilon Pi): My remarks, while they are prepared, are going to be my personal ideas and do not represent the Secretaries' Association of which I happen to be President this year until this summer.

Secondly, I think Roland asked me to serve on this panel because we have had the experience of being a guinea pig in his laboratory and that of Ed McGuire's this year.

It has been a good year. (Laughter)

If we approach this topic with certain definite guidelines, perhaps we can reach some reasonable conclusions.

First, the fraternity chapter or members being disciplined operate on the campus of the sheltering institution. Therefore, the ultimate decision in matters of discipline must rest with that institution and the appropriate administrative officials.

Second, since it is presumed to be an educational institution, whatever disciplinary measures are invoked ought to be sound educationally, with a view to preventing a recurrence and showing the chapter or persons involved the error of its or their ways. The action ought not be on an eye for an eye, tooth for a tooth basis.

Third, where possible, and where the offense is not one which causes physical or monetary damage to third parties, it ought to be kept within the confines of the campus; little is to be gained by bringing in the police or other investigative agencies unless the action is so serious in nature that it could cause serious harm or injury to the entire student body or individuals not members of the fraternity or the university.

Fourth, fraternities are composed of people; all kinds of people. Although the proclaimed purpose of the fraternity is to help build better men, as well as supplement the education of the classroom, it is largely a self-governing unit composed of young men who have not yet achieved full maturity. Mistakes in judgment, varying in seriousness, can be expected.

Fifth, it should be understood that a fraternity, in its undergraduate membership, is transient in membership and that an almost complete turnover takes place every two

years, so that the impact of a disciplinary action is lost on the chapter or its members within a three to four year period.

If we accept the above guidelines as reasonable, then we can examine the positions taken by deans, which vary widely, in matters of discipline, and perhaps draw some conclusions which may help us in evaluating these practices.

In the first place, if the national fraternity is to have any responsibility for its chapters, as most professional fraternity executives think it should, the fraternity should be made aware at all times of any dangerous trends or symptoms affecting its chapter of which the dean is aware. Fraternities have to depend largely on volunteer workers for day-to-day supervision of chapters. In many cases the time of these men, usually faculty or local business people, is limited, and they are not always aware of something going on which may come to the attention of the dean. If the dean would let the fraternity secretary know, even if it means a long distance call collect, the national fraternity at least has an opportunity to correct the situation before it gets out of hand. It may not succeed, but it will usually make a sincere effort.

It certainly is not educationally sound for a dean to entrap a chapter by allowing it to pursue a course of conduct which he knows will lead to discipline. He should call the chapter officers in, in my opinion, advise them of what he has learned, and warn them of the consequences if such actions continue. He should also advise them that it is his duty to advise the national fraternity of the situation. If he does this, the national fraternity can work jointly with him to try to head off any course of conduct which is undesirable, be it a problem of drinking, hazing or immorality.

Another factor to be considered is the nature of the punishment and its effect on a chapter or the malefactors involved. I question whether a monetary fine has any real value. If the chapter is in good financial position, it makes little difference, and if its condition is poor, the fine will merely make its internal condition that much worse and may lead to serious dislocation instead of rebuilding. If a fine is imposed, it should be specifically stated that it is not to come out of the chapter treasury but is to be assessed on every member proportionately, or on the individuals involved, if the action is limited to a few.

Closing the chapter house, forbidding a rush program or the initiation of new members is tantamount to prescribing a death penalty. It destroys the internal operation of the chapter, and, far from assisting it to rebuild, it condemns it to a deteriorating situation. I can think of no situation where these actions are warranted as having

sound educational value. They are drastic and they throw out the baby with the bathwater.

Social probation, either limiting or closing the social program of the chapter, closing the house to female visitors has a definite value, in my opinion. At ages 17 to 22, young males are probably more interested in the company of the opposite sex than at any other time in their lives, and loss of this privilege is considered important. The chapter house becomes a monastery for a period, varying with the gravity of the offense being punished. It is true that there is a danger inherent in this type of punishment. The members may start roaming the highways, frequenting night clubs and roadhouses in search of the companionship denied them. Still I believe that it is the most salutary form of punishment for a fraternity chapter.

I do not believe that closing a chapter house or revoking or suspending a charter is justified unless the chapter involved has a long history of serious offenses and seems incapable of returning to good standing. A fraternity chapter is not composed only of the transient undergraduates; it is also made up of many alumni who may have done an excellent job while in school. When a chapter is closed or the charter revoked, these men are penalized just as much or more than the undergraduates who may not view the penalty with as much concern as the alumnus. The alumnus becomes a lost soul at homecoming, and this may have serious consequences for the college, which usually wishes to retain his loyalties. Therefore this penalty ought only be invoked if a chapter's activities are serious, continuous and incapable of reform.

I suppose what bothers many fraternity secretaries is that they only hear about disciplinary measures after they have been invoked or after a hearing has been held, or they may never hear at all unless it is brought to their attention by some member, undergraduate or alumnus. Sometimes the facts are distorted, and almost always they are presented in such a fashion as to picture the dean as the villain of the piece. Coordination and full disclosure of information relating to problems of discipline would lead to better understanding and better handling of the problems.

After all, we are living in a rapidly changing society. I think most of us will admit that there is a decided change in moral standards or at least a more open and flagrant manner of violating these standards. Apartments for undergraduates are permitted on many campuses, and in many instances become a center for what in my day was regarded as improper conduct. Undergraduates look on apartments as the preferred way to live. They are status symbols in the eyes of his peers. The fraternity chapter is caught up in this changing pattern. In trying to preach the time-honored values which were the mark of a gentleman, its job is not

made easier by the distractions and opportunities offered by the apartment, the drive-in, and the automobile. I believe the chapter has a worthwhile job to do, and in many ways is the only campus agency that can do it. The dormitory cannot. I have been in too many dormitories in my travels and have heard language as filthy as I have heard anywhere and certainly have seen many evidences of alcoholic beverages, albeit their presence is somewhat artfully disguised.

What I am trying to say, and perhaps saying it badly, is that an organization that preaches high ideals in today's society has its work cut out for it. It needs every possible assistance from personnel administrators if they feel that there is a place for ideals on the college campus. Penalties which seek to punish without showing understanding of the fact that the violation may be as much a product of campus conditions as of the fraternity's program are not sound educationally. We need rehabilitation, not the death penalty.

In conclusion, therefore, I suggest these simple steps:

1. If a deteriorating situation comes to the attention of a dean, he should immediately contact the fraternity's personnel officer, such as the executive secretary, if need be by collect telephone.

2. If a violation has already occurred, let the secretary know immediately and before any final penalty is levied there should be a full-scale investigation of the causes of the incident and some cooperative action between the office of the dean and the fraternity's national office.

3. Entrapment ought never to be used.

4. Penalties which cut off the lifeblood of the chapter ought not to be imposed until and unless every other method has been attempted, and unless the chapter is deemed incorrigible.

5. The chapter ought not to be penalized for a violation of codes of conduct by one or two or even a handful of members. While the chapter should be responsible in theory for the conduct of its members, it is unrealistic to think that it can always be completely effective. Each case should be judged on its own merits and the chapter's complicity in the violation by a few individuals should be considered.

6. Codes of conduct ought to be enforced, if on the books of the university, and they should be strictly enforced in all housing situations, not just for fraternities. If codes are on the books and are not enforced, but are

winked at, it is not fair play to discipline a chapter which goes along believing that the code is inoperable, until someone puts the heat on and a scapegoat is found.

7. If national fraternities have value, then they ought to be partners in working out programs of rehabilitation. At least they deserve to be consulted. In some cases they may want to take measures beyond those of the institution.

And last of all, I believe we will be seeing more disciplinary situations rather than less. I have seen this this year in my own fraternity, although we have been working harder than ever to try to correct situations which lead to a breakdown of standards. I feel we are swimming against a tide, and I do not know when, if ever, the tide will change, but I do not believe we ought to allow ourselves to drown. Fraternities and deans, working together in an atmosphere of understanding, can achieve substantial results, in my opinion. I hope the climate for such cooperation can be improved in the future.

CHAIRMAN PATZER: Thank you, George.

Our next speaker, as I indicated earlier, comes to us with an experience in student personnel, and as an Executive Secretary. Mr. William Zerman.

MR. WILLIAM ZERMAN (Executive Secretary, Phi Gamma Delta): Mr. Patzer, and Gentlemen: The panel is not unmindful that before us sit many men who have had considerable fraternity experience, some as professionals and some in student personnel work. I should like to speak personally to you men for whom NASPA is a new experience and draw upon my own, a number of years back, and say that the value you can receive from NASPA is getting to know the deans of men and the deans of students on a personal basis. And from these people you can draw much advice during the time you are engaged in student personnel work. This is the value, I believe, of your experience here.

At the direction of the Chairman, I shall also read my paper. (Laughter)

I would like to say in passing that Dean Patzer, as chairman of the NASPA liaison committee, I believe, has done one of the finest jobs NASPA has done in the fraternity area in ten years or more.

You have some reference, or will have, to the Core committees which he set up, the meetings which he and others have had with CFSA and the NIC people, and we believe that the rapport between student personnel people, working with colleges and universities, is at its highest, with the College Fraternity Secretaries Association, and we would

like very much to have you know that we evidenced this and are quite enthused about the prospects for the future.

I have been asked to serve as anchor man to our colleagues Ed McGuire, Ed Pollock, and George Toll inasmuch as I spent seven years as a dean at Michigan and Dean of Men at Ohio Wesleyan, and now I am rounding out seven years as Executive Secretary of the Fraternity of Phi Gamma Delta.

It perhaps is over-simplifying the subject to say that I have three basic frustrations in regard to the mutual responsibilities of the college or university and the general fraternity on the subject of undergraduate chapter discipline. They are, in no particular order:

(1) The problem of undergraduate chapter graduate brother advisory boards and their general failure to accept advisory responsibilities which include the general area of chapter social tone or manners and morals, and

(2) The inconsistency from campus to campus with respect to college and university environment as reflected in institutional conduct codes, and

(3) The aggravation which all of us in student personnel work experience in our attempt to find cooperation and an ultimate basis for discipline when it appears that there is more and more emphasis on the part of students and giving in on the part of policy makers for the elimination of women's hours, the giving permission for women on the second floor of fraternity houses, and other like demands which the "new breed" of students desire.

I might also add that some fraternities seem to be bogged down in trial procedures and other types of deterrents which prevent the administrators of the respective fraternities from moving in on a situation with the haste which is needed in order to give the student personnel dean immediate maximum cooperation.

This paper has been prepared without previous consultation with my colleagues, however I am interested in speaking for myself on what we will all agree to be a very vital and important subject.

From the fraternity point of view, I am convinced that we not only must play the record over and over again for our undergraduates and those graduate advisers, but we must continually play both sides and, yes, the whole album of music which warns of possible pitfalls which can confront an undergraduate chapter in nearly every instance when proper party planning and proper levels of decorum are not insisted upon.

I have long advocated, and I think it has been since the Roanoke NASPA meeting, the complete cooperation

between student personnel deans and professional fraternity men, and I am happy to say that at least as far as my organization is concerned, with only a few exceptions, the co-operation has been increasing.

We have observed that several student personnel deans feel that discipline for undergraduate fraternity rule infractions on the local campus are really none of "national's" business, and we, of course, are continually confronted with deans new to the profession, without fraternity experience, who have not chosen to communicate with us. However, these instances are rare and they can, of course, be eradicated by continual communication of one kind or another. Representatives of the College Fraternity Secretaries Association meeting with you at NASPA as your guests is certainly one of the means of communication which each of us prize deeply.

There is to be a delegation of Deans at our College Fraternity Secretaries Conference next July.

The ideal fraternity chapter is one which has a chapter adviser who can spend two to five hours a week with a few or all of the undergraduates and who has backing him up a board of chapter advisers of four or five dedicated men who not only understand fraternity but who -- and most important of all -- know how to work with undergraduates who are continually testing their independence.

There is great need in my own organization for the employment of a mature staff person who can spend all of his time from September to June meeting with and working with chapter advisers because, of course, they represent the continuity which is so valuable in carrying out an advisory plan of this kind. In my opinion, young men immediately out of college who are employed as field secretaries cannot serve this role; however, they do an excellent job in their peer relationship with undergraduate officers if their respective fraternities have been fortunate enough to employ field men who have the maturity and character necessary to do the job. This becomes a problem these days when well over 45 percent, in the case of my fraternity, of seniors go on to graduate school, 27 percent get married, and another 27 percent go in to the military through the ROTC program.

To find a young man who has served as chapter president who is either 4-F or for some other reason not eligible for the draft, who does not immediately get married and who recognizes the valuable contribution a field secretary position can make to him all of his life, is indeed a rare find and becoming, unfortunately, almost an impossibility.

One of the problems the fraternity professional has in working with the respective colleges and universities is that he must re-tool for every phone call and letter he receives from the campus dean because of the immediate

necessity to immerse himself completely and immediately in the framework of the traditions of that campus, the mores, the level of moral tone, the rules and regulations, and the extent to which that particular institution wishes to enforce the regulations.

These situations vary just as the personalities of people vary. The fraternity administrator must report to his national board which also must re-tool because they may well have closed up a chapter house last week on Campus A for an infraction which Campus B feels is a matter which can be handled easily and effectively with a ten-week probation period.

For example, for many, many years the Fraternity of Phi Gamma Delta had a law which prohibited consumption of alcohol in any of its campus chapter houses. Unfortunately, at the present time one-third of the colleges and universities at which we have 88 undergraduate chapters permit drinking in fraternity houses; therefore, of course, we had to adjust and now our rule says that the chapters will be expected to strictly comply with the liquor control laws of their respective states and with local college or university regulations.

Consumption of alcohol easily accounts for 90 percent of the disciplinary problems with which our chapters are involved, and I would presume that the scholars could easily correlate consumption of alcohol with low academic performance. Perhaps the Fraternity should take the bull by the horns and change the law once again, but then there would be the problem of enforcement, which is most difficult with the already severe problem of maintaining advisory bodies for undergraduate chapters to the extent that they should be maintained.

I personally feel that alcohol and fraternity housing do not go hand in hand. Perhaps fraternity leaders and university authorities should get together on this.

During the past five years we have received carbon copies of letters to some of our undergraduate chapters from their deans which have outlined disciplinary measures and 90 percent of the time the infraction was not known previously to us. In other words, we were not apprised by the dean that the chapter had broken campus rules. Had we been, we would have been in a position to cooperate with the dean or the college or university disciplinary authority. We find that when the general fraternity and the student personnel dean work together in meting out discipline that there arises an immediate sense of complete cooperation which can be built upon for programming and prevention for the future. Very seldom have we been able to cooperate with the college or university because of lack of communication.

Often members of our own fraternity do not report violations because there is apparently some feeling that only the college or university has primary concern and interest.

Nothing could be farther from the truth. When we know of a disciplinary problem just after it happens, we attempt to handle the situation immediately and often we send a staff member to that campus to work in cooperation with the dean.

It would be my hope that student personnel deans would telephone us collect whenever there is an infraction of campus-fraternity rules which officially comes to his attention, and maybe you feel we are a little sensitive about this, but I think we are going to get a lot of collect phone calls. The reason for this is that we are desperately trying to open up the lines of communication.

Often, if something comes to him unofficially, we are sometimes in a better position than he is through our local and national contacts to snuff out a potential problem.

When there are individual rule infractions, it would seem logical to me that the chapter adviser should be called in by the dean, because, perhaps, the fraternity organization can help immensely in straightening out the young man. There is the feeling, too, that many deans feel that what happens on their campus involving their students is their business and they would just as soon the general fraternity not be involved. In some instances this attitude has come about because some general fraternities in the past and perhaps even now are not organized administratively to move immediately on disciplinary problems. Frankly, this was the situation which I was confronted with until several years ago, and now we feel we are organized to give cooperation, and I would assume that this is true in a majority of the cases.

I feel that the College Fraternity Secretaries Association might prepare a bulletin, pamphlet or brochure which can be given to men who assume student personnel deans positions for the first time, outlining what we believe to be the organization and responsibility of the general fraternity, because far too often deans who have had no fraternity experience, either personally or professionally, are put into some very difficult positions. It takes experience to work with fraternities and perhaps some of us have been remiss in not being more helpful to new deans. However, often we have found that some of these men are not very receptive to help which we may wish to give them.

Our "help" is often misconstrued as meddling, and often too, misconstrued as playing the role of attempting to

defend the fraternity group against the campus disciplinary authority.

Sometimes when we do go to a campus where there has been a severe problem we are merely requested to play the role of an information pipeline back to our boards. Sometimes we are not asked about the degree of cooperation which we will give the dean in disciplinary matters.

In other words, we are told when we arrive what is going to happen to the chapter; therefore the question arises "Why did we come in the first place?"

One of the problems fraternity avocation and vocational workers do not completely recognize is that the fraternity responsibilities of the dean are but a very small percentage of his total work load, and quite often we see, unfortunately, the dean as one who should give his undivided attention to the fraternity program. Perhaps the deans can be helpful to the College Fraternity Secretaries Association by outlining for us exactly what his total responsibilities are so that we can be more sympathetic to the 24-hour day you lead as campus chaplain, policeman, academic adviser, father-confessor to students, as well as their parents, etc., etc.

I am personally prejudiced, and I assume that not many faculty persons would agree with me, but I believe the student personnel dean is the most important administrator on any college campus. No one seems to know what you do, the faculty feel that you are overpaid, your families know that you are overworked, and all of the students believe you are anti-fraternity. (Laughter)

The approximately 150 paid employees of the men's fraternities can be most helpful to you, and I want you to know that most often many of us are interpreting your responsibilities to your students. I presume that nearly every campus has fraternity members who feel that you are not sympathetic to the fraternity idea. Some of you are not, and this is because a few of you do not really understand fraternities, and I think that we professional fraternity leaders can take some responsibility for this.

However, you should know, if you do not know, that fraternity professionals are most sympathetic to the job you do and are most appreciative for the wonderful help you are giving in helping to sustain the fraternity system.

I think there is too much paternalism on the part of some colleges and universities, and fraternities will not thrive on paternalism, and this has been borne out, I believe, by those institutions which have built elaborate fraternity dormitory systems for their fraternity men.

I believe that fraternities should stand or fall in direct proportion to the amount of effort the undergraduate and graduate members expend. Too often many of our graduate brothers do not get into the breach to help because we know there is a fraternity dean working 24 hours a day in being "helpful" to the fraternity program.

Perhaps as in Long Beach, California, the fraternity system can and should operate separately from the college or university. This is the way fraternities started. Sometimes I think that undergraduates are too dependent upon having other people do their work for them, and fortunately or unfortunately, depending upon your point of view, there is always someone around to pick up the pieces. Maybe if the boys had to pick up the pieces themselves more often we would develop more backbone for our fraternities.

I have evidenced in the past five years that national fraternities have done a much better job of policing their chapters and there seems not to be fear or the concern as much as there used to be in putting chapters on probation or even closing up houses.

Perhaps part of the reason for this is that fraternity expansion is at an all-time high and that many of us have so many expansion opportunities that we cannot possibly take care of all of them. Maybe we are in the same position as the university admissions officer. We can afford to close up a few of those institutions which are not doing the job and, indeed, pull out of campuses where fraternities are not really wanted by the policy making groups.

This latter thought, I think, is an important one. Too many of us are hanging on at colleges and universities which do not really want fraternities.

If the university does not want fraternities, then it is not going to provide the atmosphere or environment for good fraternity growth. This should be a gentle hint for us.

I have been frank and sincere in discussing some areas which I feel are important to discuss at a meeting of this kind. Because all of us are engaged in very much the same kind of work, I want you to know that most fraternity professionals understand your deep concerns, responsibilities and pressures.

Let us all strive for greater understanding and more cooperation.

Thank you.

CHAIRMAN PATZER: Thank you, William.

First of all, I would like to suggest that there be some retort to some of the comments by the panelists. Do

I have any original taker? Anybody want to respond?

MR. ZERMAN: Yes, I would like to tell Ed McGuire that if he cooperated more with the National Fraternity Secretaries he would not have some of the problems he is having at Rhode Island. I think it is ridiculous, Ed, to say that you do not think the national offices can be helpful in disciplinary situations. I do not know whether any of you agree with me or not. Maybe you disagree.

DEAN L. EUGENE COOPER (Dean of Men, University of South Carolina): I was going to agree with Mr. Zerman, insofar as Dean McGuire's remarks were concerned.

He said, I believe, that the reason that the national fraternities cannot help a local chapter, in the area of discipline, is because they did not understand the dynamics or the sub-groups. The national fraternity did not understand the sub-groups or the dynamics within the local chapter.

I wonder if the administration knows the sub-groups -- and I am an administrator -- the sub-groups and the dynamics of each of the chapters located on his campus. Certainly we know some of the sub-groups and some of the dynamics, but, certainly, doesn't the national fraternity know some of these through their field secretaries, and so forth?

I would disagree with Dean McGuire that we as administrators do not always know the sub-groups, and that the national fraternities, while they may not know all of them, certainly know some of them and can be effective instruments.

DEAN PARKER F. ENWRIGHT (Assistant Dean of Men, University of Pittsburgh): I think I lie somewhere in the middle here.

We certainly know some of the sub-group dynamics. I do not know about your brand new field secretaries, but I have been on the fraternity side of the fence, as Bill is now, more or less in reverse. I think a good secretary can get into a chapter about two days and he is going to know a heck of a lot, and if we cooperate on this we can square this thing away.

But I would like to get into this thing that McGuire said. I think many times a national fraternity, where you have the individual responsibility of men, has no business in what may be perhaps a highly personal offense, in which the chapter is not involved as an organization; but involved with organizational responsibility, yes, I think we had better have the national.

But in the individual thing, Bill, I think many times the chapter would simply create a crisis situation.

MR. ZERMAN: Yes, my statement, Parker, was that the chapter adviser should step into the breach, if the dean, of course, feels him to be competent. That has been one of my problems. I have assumed that too many advisers are doing their job. I have had to learn the hard way. But if we have some good ones there who will get in the breach, the dean would probably know him. If he did not know him, I am sure he would not do the job.

DEAN McGUIRE: I was trying to delay responding to this, until I finished my cough drop, but I think I had better get into it before I get clobbered all over.

The suggestion I made goes in part something like this: That if we really want to change behavior, the only time that a discipline situation evolves is when there is something wrong somewhere, and behavior has to be changed.

I think one of the most difficult things a social scientist is faced with is changing the behavior of an individual. When you compound the behavior of an individual and attempt to change the behavior of a group, it becomes that much more difficult, I believe, in almost direct proportion to the numbers involved.

My suggestion is that the national fraternity does not, and perhaps should not know, and need not know the local and particular and peculiar dynamics of a local of a national fraternity. The dean or the administrator had better know what these dynamics are, because this is his direct responsibility and this is one of the charges given to him by his board of trustees and president of the institution.

And it is my feeling that if behavior is to be changed the problem has to be definitively understood before the right kinds of discipline actions can be applied to get that behavior to change.

I am too afraid that frequently what we do, as deans, is deal with symptoms. If there is a big, raunchy beer party, what we do is make sure that we circle the fraternity with armed guards and rules and regulations so there is not another beer party overtly and forget that perhaps there is something more important than a simple beer party, that if they are engaging in a beer party, there may be reasons why, other than they want a glass of beer.

My concern is not with dealing with the symptom, but dealing with the total malaise that may be in a group situation. I do not see how anybody can look to change a group, to get a group to look differently, respond differently, and be different, unless they intimately know what the

problem is.

I am not suggesting, Bill, that the dean go off half-cocked by himself and attempt to do something. I indicated that the dean has a heavy, a very heavy responsibility to indicate to the national what the problem is, how the dean intends to deal with the problem, and what the expected outcomes of all these three, in close conjunction with one another, happen to be.

MR. ZERMAN: I have an observation which may or may not be helpful.

I remember when I was a dean of men the students often thought that there were spies around and all, and you deans who are deans longer than I was can bear this out perhaps.

In a dean of men's office it is sort of a communication center -- letters, telephones, people. You seem to know what is going on because people send information to you. I think that our field secretaries, and our board, perhaps, are continually amazed that those of us who are executive secretaries and have prime responsibility know as much as we do about undergraduate chapters.

Now, again, we are in the same position as the dean. It is a 24-hour-a-day job. There are telephones, telegraph, letters, people. For example, at a meeting like this, we have 88 chapters, and I got in yesterday afternoon and I met 50 of the 88 deans of men or students. Many of you have talked with me about problems. I have shared problems with you. This is a way of communication. I think you might be surprised to know, really, how much these national officers do know about your campus, particularly as it is reflected against the other campuses in the country, which we continually visit. We visit your office, and we learn information which we carry to another campus, and vice versa. We sometimes bring information about personality or character problems within the chapter to you as the dean.

We must always knock on wood, but it is interesting to me, every day and in increasing amounts, how much we do know about the personalities, the leadership qualities, or lack of it, of the undergraduate chapters, to the extent that they are maintaining a high moral tone, to the extent that they are or are not cooperating with university traditions and regulations. And there are always at least a dozen graduates around chapters who can help with this interpretation who, unfortunately, quite often only appear at a time of crisis.

But the communication seems to be there, in our positions, just as it is in the position of the dean of men, or dean of students, or fraternity dean.

VICE PRESIDENT JAMES B. CAMPBELL (Vice President Student Personnel, Rochester Institute of Technology): I have three points, and I will be very brief.

First of all, I wish that the representatives from the fraternities would take back the concept that when we ask for assistance that they would give it to us. On three separate occasions I have asked and have not received any response.

The second thing, I think discipline should be the self-discipline of the fraternity, and, by golly, you had better let them do it themselves. They can, if you are going to work with them, let them discipline themselves, and they can discipline their own kind.

The third point, if we are going to accept fraternities, then we had better work with the total structure system of the fraternity and go to the national officers, those who are "in the know."

CHAIRMAN PATZER: Does anybody want to react to that?

We have a visiting guest today, Vice President of Purdue University.

VICE PRESIDENT DON MALLETT (Vice President, Purdue University): I have no business being here, I guess, because I do not belong anywhere.

MR. ZERMAN: I can say proudly that is the man who got me into this in 1948, and I shall ever be grateful.

VICE PRESIDENT MALLETT: Thank you.

As long as I have been connected with university work, personnel, and administration, we have operated under a misconception, or a state of confusion on this whole area. We talk about discipline, but you can only discipline when you have had a violation of a rule or of a more, or whatever it may be.

In most instances there is complete confusion as to whose rule has been violated. I will confess that I have never seen a statement from all of the national fraternities as to what rules they have governing their chapters. I am inclined to think, as an ex-member of one fraternity and having worked with a number of them in one way or another, that we probably do not have very many.

Therefore, when a chapter is out of line there is some question as to who acts, because whose rule has been violated? Certainly the national, in my humble opinion, has no business moving if the university's rules have been violated, until the university asks for it.

I shall not belabor this point further. I think you see what I mean, and I think this needs clarification all the way through, though, in my humble opinion, between universities and the fraternity. I think it is very cloudy.

Secondly, we have talked about communication, and we have been invited to make collect calls to the various national offices. I do not think I have made very many collect calls, and I shan't, gentlemen. We can pay for it as well as you can, and I would just as soon pay for it as have the house bills raised for the students. But I am not sure this is the channel of communication that you want either. If we have a problem on the Purdue campus, I think our first point of contact will be the alumni adviser of the chapter. If he is bypassed, and if the province officer, whatever he may be called, is bypassed, I think we are in error. I think we must go up the channel of communications if we are going to do our job. If I were alumni adviser and the chapter was in trouble and the dean called the national office and did not call me I would be madder than hell, and I think I would tell them to go to hell, and I think you would too.

I think you make a mistake, Mr. Secretaries, when you suggest we call the national office. I think we should notify the adviser and let him call the national office, and if you think it is important enough, you can then call back and pay for it from your end of the line.

I confess I have forgotten my next point. I will remember it after a while. Those are at least two that concern me.

CHAIRMAN PATZER: Thank you, Mr. Mallett.

I should not like to parrot his remarks, but I must confess, with the variety, just as we have a variety of institutions, we have a variety of fraternities and the way they operate, and this is a very difficult area which needs some definition.

DEAN JOHN P. GWIN (Dean of Students, Beloit College): I would like to support Don's request with regard to rules regarding the fraternities. I would like to also suggest, and I do not know the exact procedure for doing this -- Fred will know -- I would like to see this resolution passed by the National Panhellenic. I frankly feel that the relationships I have with our national fraternities are exceptionally better than with the National Panhellenic. Maybe it is just part of a woman to be mysterious (laughter) but I think the Panhellenic is even more mysterious.

Now, we have had two national chapters pulled off our campus within the past two years. We have been notified by the Panhellenic that they have been terrible chapters for several years. It is strange that they both were and have

been two of our strongest chapters on campus, and we should have known what was wrong. We were not told. They were jerked off the campus, and this has created a very hard feeling among the other groups and a great deal of misunderstanding. I think it would be a great idea if we could somehow get that passed through Panhellenic.

CHAIRMAN PATZER: Are you making that a motion?

DEAN GWIN: I would be glad to.

CHAIRMAN PATZER: I do not know if this is a business meeting --

DEAN GWIN: May I move that that be transmitted as a motion to the Executive Committee? I know we have a representative of NIC here, and perhaps they could do it too.

DEAN BEN E. DAVID (Dean of Men, University of Miami): I second the motion.

CHAIRMAN PATZER: All in favor say aye; all opposed. Excuse me. Is there any discussion?

All in favor signify by saying aye; all opposed.
It is carried.

MR. RICHARD R. FLETCHER (Executive Secretary, Sigma Nu Fraternity): I would like to comment about the regulations at the national fraternity level.

Although I am not a veteran in the Fraternity Secretaries Association, most of us have at one time faced a dilemma of a national rule. Diversity and variety, reflected in fraternity practices, make it virtually impossible that you write a rule which is uniform in its applicability to 100, to 150, or even, in one case to date, 200 chapters. As a result, the absence of rules can perhaps be counteracted by the presence of standards.

It seems to me that an area of clarification might be achieved if we were generally agreed that fraternities in general enunciate standards not because they wish to avoid the implicit and explicit but because they have no choice. They enunciate standards which become explicit and implicit in terms of institutional rules and regulations.

If this adds a bit to the dilemma, I regret it, but it certainly has been a portion of my dilemma. I am often asked "What are your rules in this case?" We must turn again to the generalization which applies in the area of alcoholic beverages -- "Our rules must necessarily be yours."

DEAN SHERMAN E. SMITH (Dean of Students, University of New Mexico): Mr. Chairman, I would like to ask what national executive secretaries do or should do about assuring

themselves of the qualifications and caliber of local alumni advisers. This, in our experience, is the weak link.

I can cite you one alumni adviser whom I could identify but won't who turns out not only not to put the brakes on inappropriate adolescent behavior but participates in it.

CHAIRMAN PATZER: Would either of the two panelists care to react?

MR. ZERMAN: It is where we are weak. There is no question about it that this is a weak area. I can only say that in the case of my organization, when a chapter adviser is needed, we look to the undergraduate chapter for recommendations. We further look to the section chief, who is the province chief, or whatever you happen to call him, for appointment, and in most cases there are no recommendations from local alumni who would sustain the appointment or the recommendation made by the undergraduate chapter.

The problem I have been confronted with is attempting to find enough candidates from whom we could choose a good one, and unfortunately and too often we take the first one who comes along.

I think your point is very well taken, and this is why I recommended or am recommending to my organization that we have someone to work in this particular area full-time, who is on the road and who can interview some of these people. This is a weakness in my organization. I believe that there are others, probably, and I cannot speak for all 58 fraternities, but there are others who perhaps are a little further along in their organization than we are in this area at the present time.

I think the ideal, of course, is to interview candidates and to make sure they know what the responsibilities are, and all the rest of it.

MR. REX A. SMITH (Executive Secretary, Sigma Alpha Epsilon): I want to answer Don Mallett's question a minute ago.

As you know, you receive a list of our requirements of our undergraduate advisers for the year, and also the statement "Call collect when you need to." But the reason for that, Don, is, as Bill says, we do not have good advisers in all chapters. We try to cover the whole thing at once. Certainly, when we have gotten into some very serious difficulties this year -- we had the first three of our chapters suspended because we had poor alumni support, and we have had calls from the deans, which we welcome most heartily.

VICE PRESIDENT MALLETT: Rex, where you have a good one, wouldn't you prefer you start with him?

MR. SMITH: Oh, yes, go through the channels. If the man was good, you would know him too, because he is in your office.

VICE PRESIDENT MALLETT: Sure, that is right.

CHAIRMAN PATZER: Any other secretary who wishes to speak to the point made by our colleague from New Mexico?

What are nationals doing to improve this?

DEAN SHERMAN SMITH: I would just comment a little further. If they lean on the alumni adviser for sound advice, and even for perhaps a hand in discipline, this system, of itself, often invites trouble.

DEAN GWIN: Why isn't this a good place for co-operation between the organization and the institution? Why couldn't you ask for suggestions from the dean?

I had an example like this on my campus. If they had been in touch with me, I would have said absolutely no. I knew the adviser. He had graduated several years before and I definitely would not have advised it.

But why couldn't you set up a system where, before you appoint an alumni adviser, you at least contact the dean?

MR. ZERMAN: It is a good idea. This is very good.

DEAN POLLOCK: I know it is, and that is what I want to speak about. (Laughter) I do not want you to steal my thunder. (Laughter)

I have had occasion over the some twelve years that I have been a student personnel officer to be asked numerous times, by field secretaries, executive secretaries, both in person and by mail, to recommend a good adviser for a chapter, and where I have known someone to have an interest in the chapter or to be the kind of person in whom an interest could be developed, I have gladly made this recommendation.

Oftentimes the fraternity is coming to the dean to ask because they have exhausted all possibilities themselves, and I have, on occasion, found myself unable to make a recommendation, even a good suggestion, but I have found that where there has been a bad adviser or a poor adviser and I have asked the national office to consider what it might do about this, he is gone before I have heard from them again.

In one instance a province chief was removed because of a complaint that I registered with the national office about him. I was a little bothered by this because I thought that maybe he was more effective elsewhere than he had been at Union; however, they chose to move on this.

This is an example to me of the willingness to cooperate on the part of most fraternity executive secretaries, professionals, and I think that I would like to speak to a point that Don spoke about a few moments ago, on going through the adviser. It has been partially answered.

Oftentimes the adviser is one of the poorly informed links in the fraternity chain, not knowing what the procedures are and not knowing what he should do. Some of them will regard a situation as being far less serious than it is in truth and make the judgment that the national office does not need to be informed. My own feeling is that you inform both, just to make sure.

If the adviser says "I'm going to call Rex Smith," okay, let him call, and then probably I would get a call from Rex Smith within a half hour.

That is all right. But I cannot depend upon the average chapter adviser to know enough about fraternity procedures to do this, and I think that an attempt has been made by several national fraternities to improve this situation.

I know that there are fraternities that bring in the adviser each year at their leadership school. Do you do this in SEA?

MR. REX SMITH: We try to do it whenever we can.

DEAN POLLOCK: I know that Phi Delt is doing it and some others. This is in answer to some other question about what can be done about it. I think that if money were no object every national fraternity would probably haul in every fraternity worker that they could get to come to the leadership school, or national convention, local workshops, or area workshops. But money is a problem. It is a problem not only for us on the college campus but it is a problem for the national fraternity.

As membership committee of Delta Upsilon -- that is the glorious national office that I hold -- I am at least privy to some of the problems of my fraternity and I know that we simply lack the funds to do all of the things that we would like to do as a national organization. We will do all we can in spreading that money out. We will attempt to send out literature, Ed, that will help to educate the undergraduate chapter in the proper performance of its functions. We will run our leadership school every year, even

though they get Pollock there to participate in it. I think that is a mistake. (Laughter)

DEAN McGUIRE: I agree. (Laughter)

DEAN POLLOCK: I was waiting for somebody to agree. There are no fellow D.U.'s here who can work with me.

These are some of the things that are being done, and I have attempted to cover the waterfront in speaking, so that I will not have to get up again.

CHAIRMAN PATZER: There is a gentleman back there where I cannot see. This pillar is in front of me.

DEAN B. JAMES BORRESON (University of Maryland): I would like to make three points, like Don, but I forget the third one. (Laughter)

The very first one deals with the personnel sent out by the office of the fraternity to the several campuses across the country where chapters are located. I have sensed, and I think somewhat knowledgeably, that upon entry into the office the game of gamesmanship begins.

The man may have spent three days on the campus with his chapter, has considerable knowledge. His point, generally speaking, is to find out what I know about that particular chapter, and what I do not know, and how it compares with what he knows and what he does not know. It strikes me this is an attitudinal problem, that if we are mutually interested in this kind of an enterprise and its social utility in education for the future, that this attitude has got to change.

I will no longer see men coming from national offices of fraternities unless they are the top man in the national fraternity for the very simple reason that the cat and mouse game has no appeal to me. I am interested in the students of the university, one and all, whether they are in dorms or whether they commute or live in a fraternity house.

I find it very difficult to find one of these youngsters who comes by who comes with this premise in mind that we have a mutual task in which we are engaged, rather than what we call route one, or the boulevard, or the hill, and the fraternity system shall ever be twain and that what we are really trying to do is figure out who knows what about whom. That relates back to the very question that you are discussing here today about discipline.

Secondly, I would like to point out that most large institutions have now the resources through automatic

data processing -- and I will not give a title to the equipment involved -- that would enable fraternities to grow very substantially, very rapidly on campuses where they are currently established, and also to grow elsewhere on other campuses, and within the next two or three years you are going to find, I think, that will be the unusual institution, mostly private, that will be under 10,000 in size, and therefore unable to afford perhaps this kind of equipment.

Speaking for my own school, we spend something like \$4,000 a year on gathering information on students interested in fraternities in varying degrees, and for the seven years I have been at Maryland only one fraternity has made use of this information, because essentially the beliefs are way behind the times. The changes have come. They have come and gone, and I regret to say that our fraternities have not taken advantage of it.

Now, what is the essence of fraternity? As the French say, everything that is born begins to die. I think this is true of fraternities. Its great virtue is its closeness, the intimacy, the friendship, the warmth, the home base from which one can explore. This is also its great vice, being separated from the rest of the campus so that group one becomes a kind of barrier point, the dean's office the nemesis, and this is reflected in turn from those personnel people who come by and are generally fresh out of college, to visit the several chapters and to visit the deans, and to go through what I would refer to as ritualistic behavior. It gets none of us, I think, anywhere.

If we can begin to make some changes in some of these attitudinal forms, I am not concerned about the question of discipline at all, because to me this is the symptom, just like a financial instability is a symptom. Pledge class, in terms of numbers, is a symptom. A low initiation grade is a symptom.

This dealing with symptoms, it seems to me, in the long haul gets us absolutely nowhere until we begin to get at the root cause. You all know that we tend to associate. If we are student personnel workers, when we go to the faculty club, typically we sit down with the student personnel workers, and you do not join the physicists. And the same is true, I think, in terms of students, in terms of physicists, or in terms of any other group. It has both its virtues and its vices inherent in it.

If we do not get around to taking a different kind of look about what is happening across the country, in terms of fraternities, I think we are talking about really nonsense. Discipline is not a specific in and of itself. It is an outgrowth of something that is much broader.

Standards, for example, were mentioned. On my own campus it is a matter of great regret to me that our students, for example, do not dress for dinner. They do not sing fraternity songs. They do not wait for the house mother to sit down. They do not honor the office of the president, or whoever he may be.

These are the kinds of things that it seems to me for the future will solve not only the discipline problems but a whole host of other kinds of problems if the dean and the national office, or the local fraternity adviser, whomever it may be, can get together on the basis that we have a common kind of goal, that we are not operating two separate kinds of enterprises.

I think you see the reflection of the two separate enterprises philosophy and its consequences across the country. Until we can get over that hurdle, it seems to me that we are going to be dealing with a crisis, and we are dealing with mechanics, because what led up to that crisis was a long time aborning.

It would seem to me that out of the national office every young guy you send around to visit you say, "Share all the information you have with the dean; he's interested in doing the same kind of job you are," and vice versa ought to come from the top man in the student personnel program. Then I think you will have fewer of the kinds of problems with which I think you are dealing now, with symptoms, and it is just like a fever in a patient rather than with an infection itself.

You see, I forgot my third point, Don. (Laughter)

DIRECTOR MARC S. SALISCH (Director, Student Activities, Pace College): Ed, I would like to raise a question with you regarding your final comment. Your statement was that discipline, you feel, is an indication that somewhere the dean has failed. I would like to see you go into somewhat more detail on this. I am not sure I accept this premise.

DEAN MCGUIRE: What I intended to imply in that last statement is that when discipline must be applied, when discipline must be used, that means the situation has deteriorated so that behavior must be changed.

Once again, I have to keep coming back to my definition of what is discipline. It is my feeling that when discipline has to be applied to an individual, or to a group, it means that the dean of students has not been able to succeed. It may not be his direct fault. Maybe he does not have enough stuff, enough insight, enough people to go around, maybe he does not know what is going around, for many reasons, many of which may be mechanical, but when this

begins to happen, it shows that there have been signs along the highway before this happened.

I do not think, in my own frame of reference, in my own limited experience, one single fraternity problem has erupted suddenly. There have always been clear indexes along the way that this fraternity was heading for some kind of trouble, and when I say that I feel the dean has failed, it is that he has failed to perceive it, to pick it up and recognize that these are danger signs and something should happen.

DEAN ENWRIGHT: I have known four examples that have burned me up this year. I will be concrete as to where I think communication has broken down on the secretaries side, and I will be very quick.

We have one chapter under the severest restrictions that any chapter was ever under. The national fraternity took certain actions. We were not notified of those actions until we passed word through the president of the chapter that this would react against them when the case came up for consideration. I very quickly got a carbon copy three months late.

Another one, a province chief, arbitrarily, and without consulting his national or the dean's office, laid down nine conditions which the chapter must meet by such and such a date or he was going to pull the charter. In the first place, he couldn't pull that charter. Four of those conditions could not have been met on that campus by that date. Two of them cannot be met anyway on that campus within the foreseeable future. This is a man who had never consulted the dean's office at the university.

Number three, a national president wrote a real go to hell letter. He wrote it to his alumni with the idea of shaking up the alumni but I think the chapter had a copy before most of the alumni did. It nearly smashed the morale of that chapter enough to throw them off campus. He was a national president but he was threatening to do things that under the laws of his national fraternity he cannot do. He was also very unrealistic as to certain changing conditions on the Pittsburgh campus.

In another case, an action was taken which would have affected the entire fraternity system there had the plans come off. This is a man who was thinking in terms of a campus that, frankly, was weak in certain aspects. Since his last information, certain basic policy changes were made which had eliminated what he was concerned about. There had been personnel changes made to implement those policy changes, and yet this entire situation was negated by other people. He did use the courtesy of telephoning us and letting us know and cancelling the thing out as soon as he knew these

changes had been made, except for the fraternity to whom he did not communicate the discipline situation.

Here are situations which were real crises in a delicate transition situation which would never have happened and could have been given a very positive thrust had they merely telephoned long distance collect -- and by the way, we will take the call -- or a simple letter, or anything. A field secretary could have sent back the information and it would have prevented a real crisis that would have, perhaps, set their particular chapters back three to six months in the type of development we are working on. Amen.

CHAIRMAN PATZER: Gentlemen, it has been a long session. I hope it has been fruitful. I would like to thank the panelists. I see one has left us. I will not shame him any more. (Laughter)

Thank you all, gentlemen, for your participation.
(Applause)

... The meeting recessed at three-forty o'clock ...

BANQUET SESSION
Tuesday, April 7, 1964

The Anniversary Conference Banquet convened at seven o'clock, President McLeod presiding.

PRESIDENT McLEOD: The invocation this evening will be given by the Reverend James R. Lyons, Assistant Counselor on Religious Affairs, Wayne University.

REVEREND JAMES R. LYONS (Assistant Counselor on Religious Affairs, Wayne University): Shall we pray.

We recognize, O God, that man is more than that which his physical body belies, and so we pause for a moment of spiritual guidance and meditation.

May the enjoyment of this meal be increased by the fellowship we will have one with another. Bless, we pray Thee, the food of which we are about to partake, this fellowship which we eagerly look forward to enjoy, and the intellectual stimulation which shall surely be ours. Amen.

... Dinner was served ...

PRESIDENT McLEOD: Thank you very much for your cooperation. I am sure you sensed that this new gavel is wrapped up and should not be used, and I did not want to touch it. (Laughter)

Welcome to the Anniversary Conference Banquet. Since you have become well acquainted with the manner in which I think meetings should be run, let us get the show on the road.

It is my privilege at this time to introduce the guests of the Association who have been specifically asked to join us at this festive occasion, and I am going to ask them to stand. I shall read their names and ask, when all have stood, that we join in an appreciation for their presence with us.

The first presence I would like to introduce is Margaret Ruth Smith, who represents ACPA. (Applause)
The ACPA members can stop to applaud. (Laughter)

Frank Shiel, President of ACUHO.

Rev. Hilton L. Rivet, President, CJSPA. Those in the Brotherhood know what that is.

Bert W. Bennett, President, National Interfraternity Conference.

George Toll, President of the College Fraternity Secretaries Association.

Joel Sharkey, Vice President of National Affairs, USNSA.

Father Joseph Glose, S.J., Regional Director of
Higher Education, New York Province.

I must go back and check to see if I have included
everybody. Is George Knerr of the University of Michigan
here?

Reverend Paul Fitzgerald, Assistant for Higher
Education, of the Jesuit Educational Association. Thank you,
Father.

Mr. Philip A. Tripp, formerly Dean Tripp, Special-
ist for Student Services, U. S. Office of Education. Nice
to have you here, Phil.

There is one other person I regret could not join
us at this occasion. He has gotten away from me twice. He
is the smallest Texan with the biggest heart in Texas,
"Shorty" Nowotny. But I am sure that we are all thinking
of Shorty. He left to go back over to the hospital in Ann
Arbor to be with his wife. (Applause)

May I also present, and believe me I never do for-
get such important people -- I wouldn't dare on my own cam-
pus -- Miss Helen Kean, Dean of Women, University of Detroit.
(Applause)

Now I would like to introduce the people who are
at the head table. They are standing in the wings to give
a signal for our entertainment, and I shall keep my eye on
the door. In the meantime we can introduce the people at
the head table.

Beginning down at this end, may I present in order
the people who are here, and I am going to ask them to stand.

First, Fred Turner, a past president, long time
secretary, now Historian of NASPA. Fred. (Applause)

Next to him, A. T. Brugger, Dean, UCLA, Vice Presi-
dent-Designate. (Applause)

Next, the Vice President of the Association, Mr.
Mark Smith, Dean, Denison University. (Applause) I always
think of what he said when we were introduced in our respec-
tive offices, and he put his arm across my shoulder and said,
"It's all right, boy. I'll take care of you." (Laughter)
That didn't go on the air waves. (Laughter)

Next to him, Carl Knox, Secretary-Treasurer of
NASPA. (Applause)

Don Marsh, Assistant Dean, Wayne University.
(Applause)

Bob Etheridge, Vice President, Dean, Miami University, Oxford, Ohio. (Applause)

Next, Mrs. Stewart, wife of the Host Dean, Wayne University. (Applause)

Next to me a man who has two titles now, Glen Nygreen, Vice President and President-Designate. Dean Glen Nygreen, Hunter College. (Applause)

I shall skip the next two. I shall present one whom you have already heard, and we are delighted to have you with us, Reverend James R. Lyons, who gave our invocation. (Applause)

May I take this occasion to present the most important person in my life, now a Conference veteran who has attended four consecutive Conferences to get ready for this one, Mrs. McLeod. (Applause)

Next to her, John Blackburn, Vice President, University of Alabama. (Applause)

Mrs. Marsh, Don Marsh's better half. (Applause)

Harold Stewart, Dean of Students, Wayne University. (Applause)

I had a whole list of titles for the next man, but it was agreed that the best thing I could say is, thanks to Tom Emmet for a great time last night. Tom. (Applause)

The end man, a word of appreciation for a guy who has lived through two Conferences as Conference Chairman, and he has done a great job for this Conference, O. D. Roberts. (Applause)

Out in the audience at his request that he might be with friends, relatives, is Vice President-Designate Dave Robinson. Dave. (Applause) Dave is Dean of Students at Emory University.

Now have we still crossed up the time element, Mr. Dean?

DEAN MARSH: I am afraid so. They are not here.

DEAN MARK SMITH: Tell some stories, Jim.

PRESIDENT McLEOD: That is what I was looking for Nowotny for in the audience. (Laughter) This is what you get for streamlining.

I could tell some stories about Senators, but that does not seem appropriate. (Laughter) And I would not like

to have the Glee Club interrupt the Senator. Would you like to sing? (Laughter)

VICE PRESIDENT SMITH: I will go out and see if they are there.

PRESIDENT McLEOD: If you will be patient, we will wait. Either we ate too fast, or I introduced people too fast, but something has speeded up our procedure.

At the suggestion of our host university, we are going to proceed with our program and have the Glee Club following.

I think the more important the speaker, there is less need for justifying his choice or the fact that he is here, so I shall be brief.

Our speaker was born in a small mining town, Stendal, Indiana. His father was a political leader, postmaster of the town. Young Vance Hartke was quite a guy in high school. He played on the Evansville high school basketball team. He went on to Evansville College where he captained the basketball team, and was also president of the student body, and most of us Deans would agree that proves to be pretty good training ground for anybody going into politics. He then continued and went to law school.

He served in World War II in both the Navy and the Coast Guard. He returned and received his Doctor of Jurisprudence from Indiana University. Quickly he moved progressively from Deputy Prosecutor to Mayor of the city of Evansville, and then to the office of U. S. Senator, just in a period of eight years, entering the Senate in 1958. He was elected by the largest majority in the history of Indiana's senatorial elections.

In his first term he has demonstrated a continuing interest in what in many respects was his first love, education, and an equal concern for civil rights, for agriculture. So at this time it gives me a great deal of pleasure to present to you our speaker for our Conference banquet, the Honorable Vance Hartke, Senior Senator of the state of Indiana. Senator. (Applause)

HONORABLE VANCE HARTKE (Senator from Indiana): Mr. President, distinguished Guests, and that includes everyone: I want to begin this evening by telling you about a letter that I received the other day. It was handwritten, in pencil, on a lined, punched paper of the sort that is used in the school notebook. The concluding part of the letter said, "Please excuse my writing. I am very nervous. I have never written to a Senator before." Obviously it was a most sincere and serious letter. I would like to read part of it to you:

"I am sorry to bother you," the letter began, "as I know you are a very busy man, but this is a very important problem. First, I would like to tell you that I am 28 years old. My husband is 35 years old. We both dropped out of school when we were very young. We can see our mistake now. We hope it is not too late.

"We have found it very difficult to obtain a decent job. We are in the less than \$3,000 income group and have five children." Then the letter goes on to the main point, to inquire whether the President's Poverty Program could provide home study courses for people like this couple so that they could finish high school, saying that it was impossible for them to pay the \$18.00 each per semester that it would cost them.

"I have dreams of finishing high school," she continued, "and maybe if I am extremely lucky, taking nurses training. My husband would give anything to study industrial engineering. All of our children will be in school in less than three years. Then if my husband and I could get a proper education, we could better prepare our five children for a decent and responsible life. Everyone seems to think that if you make less than \$3,000 a year you do not have any future, and you don't want one. That just isn't so. And we hope to take our education as far as we possibly can, and we hope by being very serious about finishing school that we can show our children how important it is to go as far as one can with their education."

To me, this is a very, very important letter. The point I want to make is that these people, who are high school drop-outs now realize the value of education. They are anxious for their five children, just as this mother said, "to go as far as one can with their education."

The youngest is apparently three; the oldest can hardly be any more than ten or maybe twelve. This means that beginning about 1970 they are going to be faced with the problem of entering their first high school graduate in college somewhere. If all five of them gain college entrance and have a college education, then at least one, often two, and possibly three at a time will be in college over a period of 14 years until the last is graduated. Even at today's rates for the lowest cost, that of the public universities whose expenses now average about \$1480 per year per student, this would mean about \$30,000 in higher education costs.

The projections indicate that by 1980, when the three year old will be ready to start college, the cost in the public university will probably be \$2,400 per year.

So you see that the actual cost, instead of being \$30,000 is more likely to be about \$40,000 by the time that they have all finished college. If they should try for

private institutions, the cost is probably going to be in excess of \$50,000.

How much chance is there that they are going to make it? Not much, I'm afraid. At least not much under present circumstances. Here in one family is the problem of the costs of higher education dramatized. Millions of families in this country are faced with similar problems, and they are now spreading not alone to the low income groups, the middle income groups, but they are going into higher income groups as the costs soar faster than the incomes.

The United States Office of Education has estimated that there are between 100- and 200,000 able high school graduates, with high aptitude and interest for college, who fail to continue because of financial difficulties.

If you would look at a graph made from any study of college attendance in relation to family income, you will find the attendance line rising very closely parallel to the line showing increased family financial position.

It is imperative, in my mind, that we do something to stop the loss of potential both to individuals and to the nation caused by the ever-growing costs and the burdens of these costs.

Frankly, I do not need to tell you this. You are working with this problem every day. The big question is: How? How can we improve the situation? How can we reach the goal, as President Kennedy said in his message on education last year, that is of assuring that no student of ability will be denied an opportunity for higher education because of financial need?

First, and basically, we must realize that education is not a "cost"; it is an investment. In 1961 the high school graduate's average income was \$6,102. The average college graduate's income was fifty percent higher, \$9,530.

Unemployment still is holding to that very ruggedly high rate, as far as I am concerned -- extremely high rate of 5.4 percent nationally. Yet there is very little unemployment among college graduates and the demand for highly trained people is going unfilled.

From the standpoint of the federal government, which I represent, the additional \$3,400 of earnings for the average college graduate in 1961, which brought to the Treasury some \$700 to \$800 in additional taxes, you could make out a case for full underwriting of college education by the federal government, since the added income taxes alone would average out to full repayment for all the government cost over a period of about eight to ten years of the graduate's work life.

The government's profit, on the other hand, would be even greater in the educational investment if you took it over the entire life of the college graduate.

But I suppose that all of you realize, as I do, that in the foreseeable future at least, that we are not going to adopt such wholesale expenditures by the federal government for college assistance to our young people. Our history and our outlook stress private initiative, and to most, I would imagine, for the federal government to underwrite such a policy would be called a wild, socialistic approach to education.

Yet I think that all of us, in the senate, in the public, are coming to realize more than ever the virtues of viewing education as an investment, and not as a cost.

It was Professor Arthur Mauch of the University of Michigan in the February issue of Banking, which is a Journal of the American Bankers Association, who said that if financing of education is to be adequate, the public must accept the fact that such support is an investment that brings high returns, and that we can afford to make that investment -- instead, that we can ill afford not to. He goes on to point out that the gross national product now exceeds six hundred billion dollars a year and that studies indicate that the effects of education should be credited with at least twenty percent of this tremendous amount.

Now let us cut that in two. Let us credit education with only ten percent of the amount, and I quote again from the professor, and he says, it would not seem out of line to invest \$60,000,000,000 in education. Yet today, in all education, from kindergarten through university, public and private, all combined it is not ten percent we are spending, but five percent of the gross national product. In other words, around \$25-billion a year.

As I said, the big question is how? How can it be arranged that every able student who can benefit will have an opportunity to receive a college education? We are not in Utopia. There is no possibility of persuading the nation just now that we should bear this entire amount with public funds, so we have to come back to the realistic possibilities.

I think we can say that financial aid to students comes basically from four sources, and rarely does one of them alone cover most of the cases. Usually there is a combination of three, two, or even in some cases all four.

First of course, is aid from the family. And for the average family this type of aid is probably the largest expenditure of a family other than probably the purchase of their home.

Second, there are scholarships.

The third source, and a rapidly growing one is loans.

The fourth is the student's own earnings.

Aid by the family, of course, is outside the scope of anything that we can do in the college circles, or in government circles, so I want to concentrate on the other three. As I said, none is exclusive. All are needed, though not by every student, but we have to have a system which provides these three things in the future in more abundance than they have been here in the past, if we are going to face up to the cost, or maybe I should say, the investment needs of college education in the years that are in front of us.

The bill which I introduced in Congress just a couple of months ago, which will have the hearings completed on April 9th, the Higher Education Assistance Act of 1965, which had the most rapid course of any education bill so far in the history of the Congress, provides all three in a package. It is a concept which has won (to my surprise) overwhelming support of most of the national educators.

Let us look at all three, first scholarships, then work opportunities, and finally, loans.

The need for scholarships is clear. Without them it is all but impossible for the high ability student from the low income family to make it on to college. And these individuals are the ones who commonly benefit most from scholarship aid. As I said, the need is abundantly clear. It has been indicated in a study from over the 300,000 applicants in the National Merit Scholarship of 1961-62, that too large a percentage of the upper range did not enter college primarily because of the lack of money.

As you all know, and as I have been told frequently, sometimes quite forcibly, there has been a great growth in scholarship assistance in recent years, but the growth in need, in my opinion, has been faster than the growth in the scholarship assistance.

In 1949-50, 1198 colleges and universities out of 1808 gave \$27-million in scholarships to about 125,000 students. Ten years later, the figure was \$98-million to more than 287,000 students, with 1677 of 2,011 institutions participating. But almost a third of that total was concentrated in three states: New York, Pennsylvania, and Massachusetts.

Public funds at the state level have been generously used for scholarships in some of our states. In some of the most needy states there are none, or practically none.

New York state leads with nearly \$16-million in scholarships and there you have fellowships and scholarships which total about forty thousand for their state.

By 1965, California (which at that time will be the most populous state in the nation) will have 5,120 scholarships which are already authorized for distribution by the state.

Business firms and corporate scholarships aid some 37,000 to the tune of about \$22-million.

Altogether, the total of \$150-million in scholarships are estimated available in 1964 and 1965.

Now this seems like an awful lot of money, and it is, so a vital part of the package which I propose to Congress takes cognizance of the fact that it is a lot, but not enough.

I propose to add 50,000 additional scholarships the first year, to be increased each year by 50,000 to a maximum of 200,000, and then to continue these as they go on through to graduation.

These are to be allotted to the states by a formula based on the number of high school graduates, and the 14 to 17 age population of the state. The selection would be made by a state board, with the criterion of need heavily stressed, together with that of ability. The program would be aimed primarily at this scholastically able group, but financially unable group.

In 1965 new enrollments in colleges and universities will rise to nearly one and one-half million, and will keep on climbing.

Against that figure, I would imagine that all of us could say, with a new million and a half students going in each year, that 50,000 additional scholarship program is not an excessive number. Two or three times that many could probably be used, and still not touch all that would have the need.

But even for those who would receive the maximum amounts, which would be available from these new scholarship assistance programs -- that is \$1,000 -- there still is need for other parts of this bill.

I suppose that working your way through college is something which we all admire. It is an old American tradition and probably there are few, if any, in this room who have not contributed to their own education in some part through work of their own in their college days.

In 1959-1960, again, the employment opportunities

which were reported by colleges for their students came to almost the same amount as the scholarship assistance. That is about \$98-million, and it provided assistance to even more students than the scholarships, and was 288,000 students.

Studies have shown that about 90 percent of students have summer employment, and at least half of these are men, and more than half are married. I am not sure, but I say that the employment opportunities on the campus are only being partially touched. Dean Monroe of Harvard tells me that he thinks some schools could do a better job. I might say that I have purposely toned down what he said. (Laughter)

However, even a ten hour work week, which is a fourth of the normal work week of a fully employed person, demonstrates how important it is for us to give serious consideration to having an adequate work-study program in the package.

All too often, however, the work opportunities on most campuses have no relation whatsoever to the academic career of the student. Frankly, although I suppose it has some benefit, it is pretty hard to see much relationship between shoveling snow off the sidewalk, raking leaves, or greasing a car, to a teaching career or a career in social work, or that of being an accountant.

In order to perfect a dual function of aid to students, and of aid to the institution, the new bill proposes making funds available for a work-study program within the school, to be administered by the school. It would help more students than any other part of this program, an estimated 350,000 students being assisted each year.

The funds which would be granted to the institutions would be used for projects which are useful to the university or college: assistance to the professors, research projects, the manpower requirements for the things that the university needs to carry out the programs which are always short of help to perform. It would also allow for the gears of the poverty program which are in the President's message at the present time, which has a work-study program not too dissimilar to the one which is in my bill. Some of the job training would help the social welfare department possibly, or it might help in nurses training, things of those sorts.

The cost to the government of this program would be an estimated \$250-million. It is the most expensive part of the bill. But it also could be one of the most rewarding parts of the investment.

The rest of the program in this bill deals with the areas of loans. One portion is the expansion of the NDEA loans. I might say to you that I had a visit with some

newspaper people prior to coming here, and I want to tell you something that I think you educators ought to do a better job of educating the press so that they can be educated to understand education. If that is severe on the press -- it is probably severe (laughter) -- it is the truth.

However, you people are acquainted with NDEA. I had to explain that, that this was an outgrowth of Sputnik.

The other proposal I have is winning unanimous support not alone among universities but among financial institutions. That is for the federal insurance of commercial loans directly made to the students, very much similar to FHA insurance of house loans today.

Loans for education in recent years have grown by leaps and bounds. They are meeting a need for the middle income group as well as the low income group. As education costs spiral upward, work and scholarships are often supplemented in many families by loans. even for many families with over \$10,000 a year incomes.

The provisions of the National Defense Education Act for loans through the cooperating educational institutions, in my opinion, has been enormously successful. The recent amendments, and I am sure you are familiar with them, provided for \$135-million in new funds for 1965, and they have lifted the institutional loan ceiling to \$800,000.

By the end of the school year of 1962, \$225-million had been advanced through NEDA. It has gone to 327,000 undergraduates, and 36,000 graduate students. However, the changes in my bill would raise the \$135-million to \$200-million, and entirely remove the present institutional ceiling. It would increase the sum available to an undergraduate student from \$1,000 to \$1,500 for the maximum, and I propose to redefine the institutional eligibility to include two-year schools -- I hope you people do not take me to task -- such as Junior Colleges and technical institutions. In my opinion, these are needed reforms and expansions which deserve to be achieved.

There has been a new source of loan funds, however, which has appeared in recent years, and perhaps stimulated by the need which NDEA revealed. That is the development of student loan guarantee organizations. Here again, in Massachusetts, the Higher Education Assistance Corporation is a private organization and was the first statewide plan. It was put into effect in 1956.

Their experience in loaning approximately \$6-million to some 13,000 students, has demonstrated the feasibility of direct loans to students as borrowers, even when they are legally minors. Out of the 13,000 loans, at the time that the last report was made, only 56 were in default,

and the total amount of default for the six million dollars was \$24,000.00. I suppose if you were a commercial lender you would envy this type of situation.

Under these various state loaning agencies the interest rate is kept very low, usually from three to six percent. In addition there is the United Student Aid Funds, Inc. It is serving to guarantee loans to certain participating banks in thirty states, where the State Banking Association has given its sanction to the plan.

Of equal significance, however, and I think as indicative of the need is the mushrooming of corporations backed by the leading finance companies of the United States, among the two leading ones are the CIT Subsidiary, Tuition Plan, Inc., and a subsidiary of Household Finance Corporation, that is, Education Funds, Inc.

In testimony before the Senate Subcommittee on Education, I have cited the charges made by these companies as indicative of the need that they have found, a need sufficient to compel the borrowers, in this case the families rather than the students themselves, to use their services. Under them, the repayment plans begin immediately, and the repayment period goes up to five years.

According to the statistics compiled by the Credit Union National Association, it shows that due to the repayment continued during the summer vacation periods, along with the cost of the insurance and the lending service and other charges, the cost of the loan may rise to the equivalent of 25 to as high as 60 percent in terms of simple interest on an annual basis.

The Household Finance subsidiary came to me and clarified their position and furnished me with figures to show that their basic interest rate is figured at 14.4 percent in terms of simple annual interest, or at the rate of 1.2 percent a month on the unpaid balance. In addition there is a monthly charge of \$1.00, regardless of the size of the loan or its balance. Insurance, however, is a bulky item which makes up the balance of the charges.

According to these companies themselves, mind you, CIT had 40,000 accounts outstanding last year and they did \$67-million worth of business.

Household Finance formed its subsidiary only in 1960. They grossed \$47-million last year with 32,000 outstanding accounts.

When to these 72,000 accounts are added the many thousand from those who borrow from educational institutions and from commercial banks, the need for low cost methods of financing college borrowing by students to be repaid out of

future earnings, to me, is transparently clear. So such a system would be provided from my proposal for guaranteed loans to college students. It would parallel and supplement the existing loan guarantee organizations within the several states, which possess with them the opportunities to provide things on a state level.

But it would do something else. It would open up a whole new field to many students, in many states in which no opportunities are presently available.

Furthermore, it has an added attraction, that of very little cost.

In order to set up such a system the sum of one million dollars is calculated as being sufficient. This sum would be replenished by a charge of one quarter of one percent-age point paid by the lending institution. The maximum rate of interest would be set by the Commissioner of Education, and the likelihood is, at not over six percent, at least at the present time. In such a case a qualified bank, or even perhaps a college from its endowment funds, could loan directly to the student for after-college repayment -- not for immediate repayment as on commercial loans. This would eliminate the need for packing on insurance costs on each loan, on which the lending institutions today gain considerably.

It would open up by the federal government a great many more avenues of lending opportunities for students than are presently available. It would make them available at reasonable rates.

To me, this is at least one answer to the question of how -- just how you can get the job done. It is through the use of the federal government's vast powers we can help meet the needs of higher education for aid to its students in these days of soaring costs.

Now, such a package is available to the five children of my Indiana constituent who wrote this letter in pencil. Then by the time that they start to college in 1970 it will greatly enhance the possibility that they can make it, that all of them can make it, to realize their full potential as future citizens of a great nation, contributing to its welfare and its income far more than the cost of the investment in their future.

Now you people, you are the leaders. You are working with these problems at the grassroots level, dealing day to day with these students and their families. I would imagine that you probably know much more deeply and much more clearly than I how great the need is.

We in Congress have already given your educational

institutions, the ones you represent at least, in some measure a greater opportunity for meeting some of the great costs and needs for classrooms and facilities -- at least a first step through what I think was a great, forward looking step, the so-called bricks and mortar bill which was passed in the 88th Congress last year.

I sincerely hope that we can move forward before the end of this session, and I think we can, to all or even maybe more, or at least a part of this program for aid to students as an addition to the program which we have provided for aid to institutions.

Favorable testimony has come from a wide variety of organizations. In a remarkable case, the Treasury of the United States testified on this bill. And Secretary Dillon told me why. He said, "I consider this the one comprehensive, physically responsible approach to meeting the cost of higher education. It is a reasonable approach, and greatly to be preferred to the inequities in the cost of a tax program such as the so-called Rubicoff amendment proposed in the income tax debate."

We need this kind of united national attack upon this type of program. We must have it, and I believe we will secure it. I think it will give you a new tool to meet the needs that you face with the students day by day. It can be had in this land of education if we want it bad enough. It can be had if you want it bad enough.

I leave you with this: President Jackson, the man of the people, was lying in his coffin. Two of his dear supporters, little ladies, were standing there and the one little lady said to the other, "Do you think that the President will go to heaven?" And the other little lady with a twinkle in her eye and a smile on her lips said, "He will if he wants to."

You can if you want to. (Prolonged applause)

PRESIDENT McLEOD: Ladies and Gentlemen, the stage is set very rapidly now, but I do want to say to our speaker of the evening, thank you very much, sir, for taking the time and flying from Washington to be here with us, knowing full well that you have to dash back again.

I am sure that you raised a lot of questions, some of which some of you may have noticed with exchanges between the Vice President and the President up here on the Senator's right. I am sure there are a few here who would like to come up and discuss with you some of the aspects of these loans to our colleges and universities. We have some ideas too, and I hope that you will perhaps remain for a few minutes after the Glee Club has sung, and listen to a few of the questions that they might want to ask.

Now I ask you to turn to the Wayne State University's Men's Glee Club, Harry Langsford, Director. Thank you, gentlemen. The program is yours.

... Musical selections by the Wayne State University Glee Club, under the direction of Harry Langsford ...

PRESIDENT McLEOD: First of all, from all of us to the people of Wayne University, the University of Detroit, to their staffs who have made this Conference very meaningful for all of us by your gracious hospitality, your excellent cooperation at so many points, a great big thank you to all of you. (Applause)

Before relinquishing this symbol of the office of president of NASPA to my successor, may I say a very sincere thank you to the membership of NASPA for making it possible for me to have this honor and privilege of guiding the destinies of our still very young organization through this past year.

To the members of the Executive Committee for their patience, their understanding, their cooperation, I am most grateful.

I have already said it, and I repeat, a special word of thanks to O. D. Roberts for his directing us through these last two Conferences, and to all of the ways which have been achieved here for us to enjoy what I think is a high degree of fellowship by the manner in which the various sessions were set up, the time schedule enabling us to have the occasion to get together in an informal way.

To Glen Nygreen, Vice President and the dual office of President Designate, and to Mark Smith, for their constant help and assistance through the year, a very great thanks.

Now I say with a recollection of that which I said a year ago -- or rather, not quite that, but merely last June -- that when I made the transition from being for a period of thirteen years a university chaplain to becoming a Dean of Students, it was with a great deal of nostalgia and maybe bewilderment and hesitancy, and great concern. But in my first meeting of NASPA much of it disappeared. I was confident that I was associated with a group of people that had genuine concern for the young men and the young women of our colleges and universities, in very many respects the same ways that those of us who served in the chaplaincy had.

I think it particularly fitting that in tribute and in reward for his loyalty through the years of his association with NASPA that the former Vice President, Dean of Students at that distinguished university whose former

president did such a magnificent job in our meeting this morning, Father Gannon, that at this time this old Presbyterian Chaplain should pass the gavel, symbolic of the presidency of NASPA, to one Victor R. Yanitelli, S.J., who will guide the destinies of this organization in the coming year. Father Vic, the gavel is yours.

PRESIDENT YANITELLI: I really hate to ask you to stay and listen to me for a few minutes, because I am afraid I will get into the position of the preacher who could not shut up, and my brethren in the balcony will say, "Yanitelli is gone again." (Laughter)

This fellow just began all his sermons and went always through the whole Old Testament. After hitting the major prophets like Isaiah, Jeremiah, and so on, he would continue to the minor prophets, and he came to a rhetorical question. I am sure you all know a rhetorical question is one when you are either stalling for time, or do not know what else to do by way of transition in a speech. And he came to Habakkuk and he said, "What shall I do with Habakkuk?" And there was a silence, and then somebody in the audience said, "I'm a little tired, let him have my seat. I'm going home." (Laughter)

I just want to say to you from the depths of my heart that words simply could not express the gratitude I feel in this confidence that you men have shown in me. NASPA has meant to me, and to my fellow Jesuits something that always begins with warmth and friendship and goes on to professional assistance. And if you only knew how much trouble you have saved us because we have come and picked your brains; the wisdom of you fellows who have been in the Deanship for so long has meant so much to us.

I want to say we are growing in numbers, and the problem is going to be how to maintain, in the face of that growth, the warmth and the friendship that has always been the keystone, the characteristic mark of NASPA.

So I conclude with a message to the young men. Seek out these old crusty people. Speak to them. Ask them questions, and bring them your problems. You will find that you are always welcome. And to you elder fathers, like myself, make it your business to know some of the young men. Make it your business to make them welcome. We are on a move toward professionalization, toward what I think is national importance, to a single, solid national voice. We are looking for talent, and we do not want to miss any of you young people who have it.

Make yourselves known to the members of the Executive Committee, to myself, to anybody. But if you do, be warned, you are going to have a job to do.

I thank you all, and I love you all. God bless you. (Applause)

PRESIDENT McLEOD: There will be no perorations, no addenda. This has been, in the opinion of many of us, a highly successful Conference. I hope in reflection that you too appreciate as much as I do all the warmth and fellowship, the opportunities for genuine intellectual stimulation, and the certainty that we are on the road, that we have a sense of direction, and ultimately we shall arrive.

So, with that, the 46th Anniversary Conference is concluded. Good night. (Applause)

... The Conference adjourned at nine-forty o'clock ...

NASPA ANNUAL CONFERENCE DATES

- 1965 -- April 4-7, 1965, Sheraton Park Hotel, Washington, D.C.
- 1966 -- Late June (exact date to be announced), Seattle, Washington
- 1967 -- April (exact date to be announced), Cincinnati, Ohio

APPENDIX A

REPORT OF THE SECRETARY June 15, 1963 - March 31, 1964

When the 46th Annual Conference is called to order in Detroit on April 5, only nine months will have elapsed since the Evanston Meeting. In this comparatively short period of time, NASPA has increased in total membership, has expanded in the area of publications, and has attempted to increase its services to member institutions and participants.

Re Membership

| | | |
|------|-----------------------------|-----|
| 1954 | Member institutions totaled | 241 |
| 1959 | Member institutions totaled | 320 |
| 1963 | Member institutions totaled | 396 |

Total membership March 31, 1964 421
(24 membership inquiries are pending)

Member Institutions Added Since June 15, 1963

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|---|-----------------------|--------------------------------|
| Adelphi Suffolk College | Robert K. Thomas | Oakdale, L.I., N.Y. |
| Adelphi University | Roger A. Wingett | Garden City, N.Y. |
| Amherst College | Wm. L. Swartzbaugh | Amherst, Mass. |
| Bellarmino College | Rev. H.H. Gottbrath | Louisville, Ky. |
| Colorado State College | Jack Shaw | Greeley, Colo. |
| Concordia College | Victor C. Boe | Moorhead, Minn. |
| The Detroit Institute of Technology | James S. Young | Detroit, Mich. |
| Dominican College | R. J. Feucht | Racine, Wis. |
| Earlham College | Eric G. Curtis | Richmond, Ind. |
| Eastern Montana College of Education | Wm. D. Williams | Billings, Mont. |
| Humboldt State College | Don W. Karshner | Arcata, Calif. |
| Hunter College | Glen T. Nygreen | New York, N.Y. |
| Iowa Wesleyan College | Charles Leeds | Mount Pleasant, Iowa |
| Medical College of Virginia | Franklin Bacon | Richmond, Va. |
| Pembroke State College | James B. Ebert | Pembroke, N.C. |
| Saint Joseph's College | Rev. Joseph M. Geib | Philadelphia, Pa. |
| Seattle University | Father R.J. Rebhahn | Seattle, Wash. |
| Sir George Williams University | Magnus Flynn | Montreal, Canada |
| State University College | F. Thomas Sheeder | Fredonia, N.Y. |
| Susquehanna University | Tam Polson | Selinsgrove, Pa. |
| Tarkio College | Paul M. Musser | Tarkio, Missouri |
| Trinity University | John R. Webb | San Antonio, Tex. |
| Waterloo, Univ. of | C. C. Brodeur | Waterloo, Ontario, Canada |
| Wesleyan University | Mark Barlow, Jr. | Middletown, Conn. |
| Westminster College | Wm. H. Hassler | New Wilmington, Connecticut |

| | | |
|--------------------------------|-----------------------|--------------------|
| West Virginia Wesleyan College | Richard A. Cunningham | Buckhannon, W. Va. |
| Willamette University | Walter S. Blake, Jr. | Salem, Oregon |
| Windsor, University of | Herbert Wilshire | Windsor, Canada |

Discontinued Memberships since June 15, 1964

| | | |
|----------------------------|-------------------|-----------------|
| Atlantic Christian College | | Wilson, N. C. |
| Clarion State College | Carrell F. Rishel | Clarion, Pa. |
| Hastings College | Orin R. Stratton | Hastings, Neb. |
| Thiel College | J. B. Stoeber | Greenville, Pa. |

Publications

Consistent with past practice, Proceedings of the 45th Anniversary Conference were sent to all conference registrants and to all institutional representatives who were not in attendance. The usual library subscribers have been sent copies along with individual purchases. A few courtesy issues have been sent to Conference speakers and to new member institutional representatives. Two sizeable orders for past copies of this unique record of trends and developments in the field of student personnel have been filled.

A Director of Student Personnel and Related Organizations in Colleges and Universities was edited by Chairman H. Don Winbigler of Commission I. This third edition is finding more and more favor with graduate students and professional educators. Courtesy copies were sent to the officers of all organizations listed therein. Requests and replies seem to justify the worthwhile aspects of this publication.

College Student Personnel Work As A Career was revised by Don Marsh for Commission III. A backlog of two hundred requests was disposed of and between fifty and one hundred of the brochures have been mailed every week since early January. Most of the addresses are graduate trainees, professional personnel staff, and high school guidance counselors. There's little question but that this second printing of ten thousand copies will be in short supply by late summer.

Two printed issues of the NASPA Journal have been mailed to all member institutions since the last Conference. Seldom has a new venture had such a successful beginning. A real salute is due Tom Emmet for his role as Editor and to Glen Nygreen and the Publications Committee. Many complimentary reactions have been received concerning the content and coverage of this new effort by NASPA. Two issues of the old "Breeze" preceded the Journal. Four volumes of the NASPA Journal may be expected next year.

On appropriate occasions, the two folders explaining the NASPA Membership Policy and the Consulting Services have been utilized.

Highlights of Executive Committee Meetings

(Regular Minutes are on file)

Meeting Number One (June 27, 1963)

1. Voted that Committee on Fraternity Relations be authorized to expend up to \$250.00 for meeting prior to the NIC meeting in New York City.
2. Approved Publications Committee as follows:
Glen Nygreen - Chairman Tom Emmet - Editor
Phil Price - Joe House - Ron Barnes - Bob Crane - Ross
Oglesby - Carl Knox - Richard Siggelkow - James Kreuzer -
Whitney Halliday - Fr. Vic Yanitelli
3. Don DuShane was asked to work out necessary provisions so that NASPA Constitution might be Amended by mail ballot to the Institutional Representatives.
4. Commission III was authorized to meet another 24 hours at Allerton (Illinois).
5. Reports of Committee and Commission personnel were considered.
6. NASPA's role in IACC was considered.

Meeting Number Two (October 6 and 7, 1963)

1. Authorized President and Historian of NASPA to sign NASPA checks in the event of disability to the Secretary-Treasurer.
2. Re NASPA and Income Tax motion was passed that "In the event of the dissolution of NASPA, after all debts have been paid and at the direction of the incumbent officers, any residual assets will be distributed among member institutions in good standing."
3. Evaluated the past Evanston Conference.
4. Voted support of \$1,100.00 for Commission III with Don Marsh as Chairman. Included activities cover a new "Careers Brochure," a second pre-conference training seminar, plus other projects.
5. Several questions concerning the Placement Function and the Annual Conference were considered.
6. A few minor changes were suggested to the proposed Statement on Function.
7. A straw vote between NASPA and National Association of Deans of Students came out 7 to 7.

8. Serious consideration was given to the Detroit Meeting concerning Theme, Business Meetings plus Green Ribboners, Lost Souls and Current Topics.
9. NASPA's role in IACC drew favorable consideration and support.
10. Authorized NASPA's president to write letter of support re Western Institute's proposal to establish a National Information Service concerning Student Personnel.
11. Approved a policy that following a six month notification and total year grace period non-paying institutions should be dropped.
12. Established that yearly subscriptions to the Journal should cost \$3.00 and single issues should cost \$1.00.
13. Established a NASPA Distinguished Service Award to give public recognition to an individual or to a special contribution to the intellectual, cultural, spiritual, moral, and social development of the American college student.
14. Time and effort were directed toward the Committees and Commissions of the Association.

Meeting Number Three (Chicago - January 19-20, 1964)

1. Firmed up Conference details for Detroit.
2. Endorsed the offer by Dean John Blackburn to garner information re NASPA personnel for Data Processing purposes.
3. Unanimously endorsed a new Editor for a 3 year term. (To be announced at Detroit.)
4. Renamed Commission II as "The Commission on Legal Problems and Implications."
5. Renamed Commission VII to "Commission on Student Characteristics and Values." (After Detroit Conference.)
6. Established policy that NASPA pay expenses of Executive Committee members to all meetings between annual conferences.
7. Endorsed continued participation in IACC, now to be known as the Council of Student Personnel Associations after a review of NASPA's constructive role thus far.
8. Agreed that Placement Service would open early and remain open during the conference only when the program would permit.
9. Provisions for individuals to identify and relate to the

Association were referred to the membership for action at Detroit.

10. Moved that a name change not be recommended to the membership at this time but that the following heading be used wherever appropriate.

National Association of Student Personnel Administrators
(The Association of Deans and Administrators of Student Affairs founded in 1919.)

NASPA REPRESENTATION

NASPA participants have represented the Association at many conferences of other national organizations as well as some state and regional groups. This activity has extended from the American Council on Education to various inaugurations and celebrations. The efforts of our Committee on Fraternity Relations and the plans of Commission I dealing with Professional Relations are cited as typical of such relationships but not inclusive of our many other inter-associational developments.

Death of a NASPA Participant

Dr. Dennis Trueblood, Professor of Higher Education and Chairman of the Department of Counseling and Guidance at Southern Illinois University, Carbondale - February 8, 1964.

"Denny" was known to many participants in NASPA by means of attendance at a number of annual conferences, several Allerton meetings, and through his staff positions at Indiana and Kansas. He had just completed his term of office as President of the American College Personnel Association. Many friends, staff and students, will miss him.

In Conclusion

"NASPA" has experienced a short but productive period between the 45th and 46th conferences. The pre-conference training seminar is almost an established tradition, the NASPA Journal has proven itself, and our involvement of personnel in horizontal as well as vertical communications shows marked improvement.

Your Secretary-Treasurer is truly grateful for the contributions of Mrs. Virginia Drake to NASPA throughout the past year. She has done yeoman service on the bookkeeping for Commission VIII activities as well as the usual secretarial chores. This Association must continue to grow in wisdom and in stature by continuing to draw upon new hands and old, by building upon strengths and shoring up weaknesses, and by melding creative programs with established procedures.

Very sincerely yours,
Carl W. Knox
Secretary-Treasurer

TREASURER'S REPORT
June 1, 1963, through March 20, 1964
(Auditor's Statement Available After Fiscal Year)

RECEIPTS

| | | |
|-------------------------------------|-------------|-------------|
| Balance on Hand June 1, 1963 | \$ 8,203.91 | |
| 1963 Conference Receipts | 17,646.95 | |
| Dues Received | 10,025.00 | |
| Sale of Proceedings | 71.15 | |
| Misc. Receipts (Journal, Directory) | 52.50 | |
| Balance on Hand & Total Receipts | | \$35,999.51 |

DISBURSEMENTS

Annual Conference Expense:

| | | |
|-------------------------------------|-----------|-------------|
| 1963 Conference Expense | 17,573.14 | |
| Cost of Proceedings | 2,993.89 | |
| Conference Chairman | 1,200.00 | |
| Stenographic and Placement Services | 378.75 | |
| Supplies for Conference | 72.59 | |
| Book Exhibit | 400.15 | |
| Total Conference Expense | | \$22,618.52 |

Secretary-Treasurer's Expense:

| | | |
|-------------------------------------|--------|--------|
| Printing and Mimeographing | 203.84 | |
| Postage | 442.06 | |
| Stenographic Service | 133.00 | |
| Books and Magazines | 4.00 | |
| Supplies | 60.00 | |
| Total Secretary-Treasurer's Expense | | 842.90 |

Executive Committee Expenses:

| | | |
|------------------------------|----------|----------|
| President's Fund | 300.00 | |
| Exec. Comm. Meeting Expenses | 2,868.06 | |
| Commission & Committee " | 2,239.46 | |
| Total Executive Comm. Exp. | | 5,407.52 |
| 1964 Book Exhibit | | 121.99 |
| Bonding | | 37.50 |
| Audit | | 136.00 |
| Placement Service | | 100.00 |

Brochures:

| | | |
|--------------------------------|--------|--------|
| College Student Personnel Work | 537.50 | |
| Directory | 414.92 | |
| Total Brochures | | 952.42 |

| | | |
|---------|--|----------|
| Journal | | 1,433.00 |
|---------|--|----------|

Miscellaneous Expenses:

| | | |
|------------------------------|--------|--------|
| American Council Dues | 300.00 | |
| COSPA Dues | 50.00 | |
| Misc. Expenses | 113.18 | |
| Total Miscellaneous Expenses | | 463.18 |

| | | |
|---------------------|--|------------------|
| Total Disbursements | | <u>32,113.03</u> |
|---------------------|--|------------------|

| | | |
|--------------------------------|--|--------------------|
| BALANCE ON HAND MARCH 20, 1964 | | <u>\$ 3,886.48</u> |
|--------------------------------|--|--------------------|

APPENDIX B

1 9 6 4

COMMISSIONS and COMMITTEES (As taken from the Program)

Commission I Professional Relations

The functional relationships between NASPA and the numerous agencies distributed through the organization of higher education whose interests touch those of student personnel administration are the concern of this commission. The commission has taken an important part in the development of the Inter-Association Coordinating Committee composed of representatives of NASPA, NAWDC, ACPA, AACRAO, ACHUO, NAFSA, and ACU.

Chairman: H. Donald Winbigler, Dean of Students,
Stanford University
Donald K. Anderson, Dean of Students, University of
Washington
Stanley C. Benz, Dean of Students, San Jose College
J. Gordon Brown, Dean of Men, Emory and Henry College
J. C. Clevenger, Dean of Students, Washington State Univ.
Clifford J. Craven, Dean of Students, University of Oklahoma
Stanton Curtis, Dean of Men, Boston University
Thomas A. Emmet, Dean of Men, University of Detroit
Stuart Good, Dean of Student Affairs, Cornell College
Carl M. Grip, Dean of Men, Temple University
J. Juan Reid, Dean of Men, Colorado College
Lawrence A. Riggs, Dean of Students, DePauw University
David W. Robinson, Dean of Students, Emory University
Mylin H. Ross, Dean of Men, Ohio State University
John H. Stibbs, Dean of Students, Tulane University

Commission II Legal Principles and Problems

In the performance of their many and varied duties, student personnel administrators are often faced with legal issues and problems. The Commission shall study these problems and attempt to advise the membership on institutional policies which might better guide them in the performance of these duties. The Commission shall also review the statutes of the several states which afford protection to the counselor and student personnel administrator.

Chairman: John P. Gwin, Dean of Students, Beloit College
Francis C. Bourbon, S.J., Dean of Men, Loyola College
Charles Gambs, Associate Dean, Ohio State University
David L. Harris, Dean of Men, Ripon College
William T. Hollingsworth, Dean of Men, Miami University
M. L. Huit, Dean of Men, State University of Iowa

Warner Wick, Dean of Students, University of Chicago
Theodore Zillman, Dean of Men, University of Wisconsin

Commission III
Development and Training of Student
Personnel Administrators

The recruitment, development, and training of student personnel administrators is the over-all concern of this commission. Current projects include the preparation of publishable materials and cooperation with other associations in the designing of study and training programs.

Chairman: J. Donald Marsh, Assistant Dean of Students,
Wayne State University
James G. Allen, Dean of Student Life, Texas Technological
College
C. William Brown, Assistant Dean of Men, Purdue University
Alexander Cameron, Assistant Dean of Students,
University of Rochester
Robert Crane, Associate Dean of Men, University of Illinois
Burns Crookston, Associate Dean of Students, Univ. of Utah
Richard A. Cunningham, Dean of Students, West Virginia
Wesleyan College
William F. Denman, Dean of Students, Elmhurst College
Thomas A. Emmet, Dean of Men, University of Detroit
Robert F. Etheridge, Dean of Students, Miami University
Donald A. Kluge, Dean of Men, Eastern Illinois University
O. B. Parker, Coordinator, Student Development Programs,
Southern Illinois University
C. Milton Pike, Jr., Dean of Students, Central Michigan
College
Louis C. Stamatakis, Dean of Men, Univ. of Wisconsin
John Truitt, Dean of Students, Indiana State Teachers
College
Fred J. Vogel, Dean, Division of Student Services,
N. E. Louisiana State College
Ken R. Venderbush, Dean of Men, Lawrence College
Robert H. Shaffer, Dean of Students, Indiana University

Commission IV
Programs and Practices Evaluation

This commission serves as a clearing house for information and literature dealing with evaluation of student personnel work. Its interests include the study of existing evaluative devices and encouraging research on such devices in areas of student personnel work where they are most needed.

Chairman: Harry L. McCloskey, Dean of Students,
Loyola University
Carl Anderson, Director of Student Activities, Howard Univ.
William Butler, Dean of Students, Ohio University

Robert Chick, Dean of Students, Oregon State College
 Joseph Cole, Dean of Students, University of Rochester
 Jack W. Graham, Coordinator, Counseling and Testing Center,
 Southern Illinois University
 John S. Hafer, Dean of Students, Syracuse University
 Thomas W. Hansmeier, Dean of Men, Kent State University
 Edwin D. Heusinkveld, Dean of Men, Ferris State College
 Merle S. Kuder, Dean of Students, Western Washington State
 College
 G. Robert Ross, Dean of Students, University of Nebraska
 Consultants: Earl Koile, Consultant on Student Affairs,
 University of Texas
 Philip Tripp, U.S. Office of Education

Commission V Relationships with the Behavioral Sciences

The strengthening of relationships between student personnel administration and research and teaching activities in the behavioral sciences is the purpose of this commission. It is concerned both with relationships between professional persons in terms of attitudes and perceptions and with relationships between the work of the student personnel administrator and the knowledge and contributions of the behavioral scientists.

Chairman: David L. Harris, Dean of Men, Ripon College
 John W. Alexander, Associate Dean, Columbia College,
 Columbia University
 Peter H. Armacost, Dean of Students, Augsburg College
 Earle W. Clifford, Dean of Men, Syracuse University
 Lester L. Hale, Dean of Student Affairs, Univ. of Florida
 S. Joseph House, Dean of Students, Newark College of
 Engineering
 Glen T. Nygreen, Dean of Students, Hunter College
 Richard A. Siggelkow, Dean of Students, Univ. of Buffalo
 Mark W. Smith, Dean of Men, Denison University
 Kenneth R. Venderbush, Dean of Men, Lawrence College
 William McK. Wright, Associate Dean of Students, DePauw
 University

Commission VI Student Financial Aids

Its purpose is to analyze national trends in the providing of financial assistance to college students. It is to formulate an expression of the Association's views after a review of studies and a gathering of opinion from member institutions.

Chairman: Carl M. Grip, Dean of Men, Temple University
 Sam M. Basta, Dean of Students, University of Nevada
 Paul A. Bloland, Dean of Students, Drake University
 Thomas L. Broadbent, Dean of Students, University of
 California (Riverside)
 I. Clark Davis, Dean of Students, Southern Illinois Univ.

Arno J. Haack, Dean of Students, Washington University
Noble B. Hendrix, Dean of Students, University of Miami
William H. Knapp, Assistant Director, Wayne State University
O. Wilson Lacy, Dean of Students, Trinity College
Leroy E. Luberg, Vice President, University of Wisconsin
George L. Playe, Dean of Undergraduate Students, University
of Chicago
John Summerskill, Vice President, Cornell University
George Watson, Dean of Students, Roosevelt University

Commission VII
Student Attitudes and Values

This Commission is concerned with the moral, ethical, and spiritual values in the student community which are essentially pluralistic. It also studies the developing relationships among the various student religious organizations for the purpose of identifying and understanding the reporting to the association on this particular and limited area of student life and student activities.

Chairman: Joseph C. Gluck, Director of Student Affairs,
West Virginia University
John L. Blackburn, Dean of Men, University of Alabama
Floyd Bowling, Dean of Students, Tennessee Wesleyan College
Allan C. Brooks, Dean of Men, The Principia College
Robert E. Butler, S.J., Dean of Men, Canisius College
Stuart Good, Dean of Student Affairs, Cornell College
Philip Price, Director of Student Activities, New York Univ.
Lyle Reynolds, Dean of Students, University of California
Mylin H. Ross, Dean of Men, Ohio State University
Theodore W. Zillman, Dean of Men, University of Wisconsin

Commission VIII
The Student and Social Issues

A commission to study and appraise the responsibilities of student personnel administrators in connection with student discussion and action upon social issues.

Chairman: E. G. Williamson, Dean of Students,
University of Minnesota
Donald K. Anderson, Dean of Students, Univ. of Washington
Homer D. Babbidge, President, University of Connecticut
Armour J. Blackburn, Dean of Students, Howard University
Willard W. Blaesser, Dean of Students, City College of
New York
Hugh Borton, President, Haverford College
Thomas J. Edwards, Dean of Students, Kenyon College
James R. Kreuzer, Associate Dean of Students, Queens College
O. W. Lacy, Dean of Students, Trinity College
Daniel H. Pollitt, Professor, Univ. of North Carolina
Patrick H. Ratterman, S.J., Dean of Men, Xavier University

Walter B. Rea, Dean of Students, University of Michigan
David W. Robinson, Dean of Students, Emory University
W. Dennis Shaul, Law School, Harvard University
Donald Stewart, Law School, University of Alabama
W. L. Swartzbaugh, Dean of Students, Amherst College
Helen White, Professor, University of Wisconsin

COMMITTEE ON
NOMINATIONS AND PLACE

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, University of Wisconsin, 1919 (1),
1928 (10)
Dean W. E. Alderman, Miami University, 1936 (18)
President D. S. Lancaster, Longwood College, 1937 (19)
Vice President D. H. Gardner, University of Akron, 1938 (20),
1939 (21)
Vice President J. J. Thompson, St. Olaf College, 1951 (23)
Vice President J. H. Julian, University of South Dakota,
1944 (26)
Dean Arno Nowotny, University of Texas, 1947 (29)
Dean E. C. Cloyd, North Carolina State College, 1948 (30)
Dean J. H. Newman, University of Alabama, 1949 (31)
Dean L. K. Neidlinger, Dartmouth College, 1950 (32)
Dean Wesley P. Lloyd, Brigham Young University, 1951 (33)
President A. Blair Knapp, Denison University, 1952 (34)
President Victor F. Spathelf, Ferris State, 1953 (35)
Dean John H. Stibbs, Tulane University, 1955 (37)
Dean John E. Hocutt, University of Delaware, 1956 (38)
Secretary Frank C. Baldwin, Cornell University, 1957 (39)
Dean Donald M. DuShane, University of Oregon, 1958 (40)
Dean Fred H. Turner, University of Illinois, 1959 (41)
Dean H. Donald Winbigler, Stanford University, 1960 (42)
William S. Guthrie, Formerly Ohio State University, 1961 (43)
Secretary Fred J. Weaver, University of North Carolina,
1962 (44)
Dean J. C. Clevenger, Washington State University, 1963 (45)

Elected Members:

John Blackburn, Dean of Men, University of Alabama
Thomas A. Emmet, Dean of Men, University of Detroit
Stuart Good, Dean of Student Affairs, Cornell College
Lawrence Riggs, Dean of Students, DePauw University
Robert Shaffer, Dean of Students, Indiana University
Theodore Zillman, Dean of Men, University of Wisconsin

THE CONTINUING COMMITTEES

COMMITTEE ON CONSULTING SERVICES

This committee is to inventory the consulting resources on student personnel problems available from members of the Association. It will also recommend procedures by which these services may be made available to member institutions and others interested.

Chairman: Fred H. Turner, Dean of Students, University of Illinois

Clifford J. Craven, Dean of Students, Univ. of Oklahoma
John E. Hocutt, Dean of Students, University of Delaware
Richard E. Hulet, Dean of Students, Illinois State University
Juan J. Reid, Dean of Men, Colorado College
John H. Stibbs, Dean of Students, Tulane University
H. Donald Winbigler, Dean of Students, Stanford University
Victor R. Yanitelli, S.J., St. Peter's College
Ralph A. Young, Dean of Men, College of Wooster

COMMITTEE ON FRATERNITY RELATIONS

A standing committee to develop programs, to provide information to NASPA and to maintain relations with others concerning fraternity matters. It offers judgment on moral correctness, educational soundness, and political feasibility of programs in order to aid NASPA to fulfill its responsibilities to its member institutions and to higher education.

Chairman: Roland D. Patzer, Dean of Men, University of Vermont

East Core Chairman: Earle W. Clifford, Dean of Students, Rutgers University

Robert Keesey, Dean of Students, Univ. of New Hampshire
Edward C. McGuire, Dean of Students, Univ. of Rhode Island
O. Edward Pollock, Dean of Students, Union College and Univ.
Max Salisch, Director of Student Activities, Pace College
Charles E. Warwick, Assistant Dean of Men, Cornell University

Midwest Core Chairman: William R. Nester, Dean of Men, University of Cincinnati

John Feldkamp, Director of Fraternity Affairs, University of Michigan

David L. Harris, Dean of Men, Ripon College
Dudley Johnson, Counselor for Men, University of Akron
William Lanier, Assistant Dean of Students, Wittenburg Univ.
Donald R. Mallett, Vice President and Executive Dean, Purdue University

Ronald Roskens, Assistant to the President, Kent State Univ.
Ronald S. Stead, Dean of Men, Ohio Wesleyan University

Southern Core Chairman: Sidney Boutwell, Dean of Men, Vanderbilt University

William Baggett, Dean of Men, Stetson University
L. E. Cooper, Dean of Men, University of South Carolina
Ben E. David, Dean of Men, University of Miami
Ralph Dunford, Dean of Students, University of Tennessee
Calvin Mercer, Dean of Men, East Tennessee State University
James Wilkinson, Dean of Men, Alabama College
Hilburn Womble, Assistant Dean of Men, Duke University

West Coast Chairman: Arthur McCarten, Dean of Men,
Washington State University
Clifford J. Craven, Dean of Students, University of Oklahoma
Donald M. DuShane, Dean of Students, University of Oregon
Robert Gordon, Dean of Men, Stanford University
Lyle Reynolds, Dean of Students, University of California at
Santa Barbara
Reginald Root, Dean of Men, University of Washington
Arleigh Williams, Dean of Men, University of California at
Berkeley

COMMITTEE ON MEMBERSHIP

A committee to make recommendations to the Association on membership policy and to conduct a selective campaign of membership solicitation among eligible institutions.

Chairman, James G. Allen, Dean of Student Life, Texas
Technological College
Sheldon L. Beatty, Dean of Men, Pomona College
Walter S. Blake, Dean of Students, Willamette University
Jean C. Bouffard, Dean of Students, Laval University
Phillip R. Campbell, Dean of Students, Florida Southern Univ.
Charles J. Dunn, S.J., Dean of Men, College of the Holy Cross
George T. Nickerson, Dean of Men, Colby College
Juan J. Reid, Dean of Men, Colorado College
Kenneth P. Saurman, Dean of Men, DePaul University
Frank J. Simes, Dean of Men, Pennsylvania State University
Jorgen J. Thompson, Dean of Men, Augustana College

COMMITTEE ON INTERNATIONAL STUDENT PROGRAMS

A committee to prepare recommendations for a NASPA policy statement concerning the aims and operations of foreign student programs on the American campus, and of study programs abroad for American students, with special reference to the responsibilities of student personnel administration in these areas. This committee considers new and proposed government programs and recommends positions and action to NASPA.

Chairman: Willard W. Blaesser, Dean of Students, City
University of New York -- College of the
City of New York

COMMITTEE ON PLACEMENT

A committee to assist the Placement Officer in providing an effective placement service for members of the Association for other qualified persons seeking positions in the student personnel field. Committee members assist the Placement Officer at the annual Conference and, during the year, act as regional representatives of the Association in placement activities.

Chairman: Richard E. Hulet, Dean of Students, Illinois State University
Ronald E. Barnes, Associate Director of Student Affairs, Iowa State University
James Dull, Dean of Men, Georgia Institute of Technology
Charles G. Gambs, Associate Dean of Men, Ohio State University
Robert C. Goodridge, Dean of Students, Univ. of Redlands
Paul Griffeth, Dean of Students, Western Michigan University
Alan W. Johnson, Dean of Students, University of Houston
Arthur McCarten, Dean of Men, Washington State University
Arno Nowotny, Dean of Student Life, University of Texas
C. Milton Pike, Dean of Students, Central Michigan University
Laurence C. Smith, Vice Chancellor, Texas Christian Univ.
James J. Stewart, Jr., Dean of Student Affairs, North Carolina State College
Wayne F. Tinkle, Dean of Men, Marquette University

COMMITTEE ON PUBLICATIONS

Chairman: Glen T. Nygreen, Dean of Students, City University of New York -- Hunter College
Editor: Thomas A. Emmet, Dean of Men, University of Detroit
Ronald E. Barnes, Iowa State University
Robert Crane, Associate Dean of Men, Univ. of Illinois
Burns Crookston, Dean of Students, Colorado State University
D. Whitney Halladay, Dean of Students, Univ. of Arkansas
S. J. House, Dean of Students, Newark College of Engineering
Carl W. Knox, Dean of Men, University of Illinois
James R. Kreuzer, Acting Dean of Students, City University of New York -- Queens College
Ross R. Oglesby, Dean of Students, Florida State University
Phillip Price, Director of Student Affairs, New York University (University Heights)
Richard A. Siggelkow, Dean of Students, State University of New York at Buffalo
Victor R. Yanitelli, S.J., Director of Student Personnel, St. Peter's College

COMMITTEE ON STUDENT EDUCATIONAL FACILITIES

Chairman: John W. Truitt, Dean of Students, Indiana State College

Shelton L. Beatty, Dean of Men, Pomona College
 Howard Crosby, Associate Dean of Men, Rutgers University
 Thomas Dutton, Dean of Men, Ohio University
 Carl O. Eycke, Assistant Dean of Men, Univ. of Vermont
 James E. Foy, Dean of Student Affairs, Auburn University
 Robert C. Goodridge, Dean of Students, University of Redlands
 Charles L. Lewis, Executive Dean of Student Affairs,
 University of Tennessee
 Gilbert G. MacDonald, Dean of Students, Northeastern Univ.
 Eldon R. Nonnamaker, Director, Men's Division of Student
 Affairs, Michigan State University
 Keith L. Scott, Director of Men's Residence Halls,
 Illinois State University
 Hilburn Womble, Assistant Dean of Men, Duke University
 Ralph W. Wright, Dean of Men, Kansas State College of
 Pittsburg

COUNCIL OF STUDENT PERSONNEL ASSOCIATIONS IN
 HIGHER EDUCATION (COSPA) - (IACC 1958-1963)

Chairman, Lillian Johnson, Dean of Students, University of
 Cincinnati, Cincinnati, Ohio

A coordinating council consisting presently of eight national
 associations in the student personnel field with the primary
 purpose being that of coordinating common interests by task
 force approaches. Participating associations are:

1. American College Personnel Association
2. American Association of Collegiate Registrars and Admissions Officers
3. Association of College Admissions Counselors
4. Association of College Unions
5. Association of College and University Housing Officers
6. National Association for Foreign Student Affairs
7. National Association of Student Personnel Administrators
8. National Association of Women Deans and Counselors

NASPA Representatives are:

Jack C. Clevenger - Ex-officio as Past COSPA Chairman

Elected Representatives:

| | |
|----------------|--|
| Term 1964 | H. Donald Winbigler, Dean of Students, Stanford University |
| Term 1964-1965 | Rev. Victor Yanitelli, Director of Student Personnel, St. Peter's College |
| Term 1964-1966 | Thomas A. Emmet, Dean of Men, University of Detroit. |

NASPA Representatives to COSPA Joint Commissions are:

Joint Commission on Student Financial Aids

Dean Carl Grip, Temple University - Chairman of the
Commission

Dean Paul Bloland, Drake University

Assistant Director William Knapp, Wayne State University

Vice President Leroy Luberg, University of Wisconsin

Dean George Playe, University of Chicago

**Joint Commission on Professional Development of Student
Personnel Workers**

Dean Thomas A. Emmet, University of Detroit -
Chairman of the Commission

Dean Kenneth Venderbush, Lawrence College

1964 NASPA CONFERENCE COMMITTEE CHAIRMEN

CONFERENCE CHAIRMAN - O. D. Roberts, Dean of Men, Purdue
University

EXHIBIT CHAIRMAN - Robert Crane, Associate Dean of Men,
University of Illinois

PUBLICITY & PRESS COORDINATOR - Frank X. Tuohey, Director,
Division of University Relations,
Wayne State University;
Mike Sibille, Assistant Director

WIVES PROGRAM -
Chairmen -

Mrs. Harold E. Stewart and
Mrs. William Knapp

Assistants -

Hazel Boltwood, Assistant Counselor
of Foreign Students, Wayne State U.;
Roberta Geist, Assistant Dean of
Women, University of Detroit;
Susan Hill, Assistant Counselor of
Women's Activities, Wayne State U.;
Viola Schell, Counselor of Women's
Activities, Wayne State University.

REGISTRATION CHAIRMAN - Carl Knox, Dean of Men, University
of Illinois; NASPA Secretary-Treas.

REGISTRATION SECRETARY - Mrs. Virginia Drake, University of
Illinois

CONFERENCE REPORTER - Leo Isen, Chicago, Illinois

HOST DEANS - WAYNE STATE UNIVERSITY -

Harold E. Stewart, Dean of Students

J. Donald Marsh, Assistant Dean of Students

William Knapp, Assistant Director, Division of Student
Personnel

APPENDIX C

FUNCTIONS OF NASPA

The National Association of Student Personnel Administrators interprets its functions basically as the following:

- (1) To define and evaluate the educational significance of student experiences and institutional programs with a view to establishing the most effective methods of aiding students in their intellectual, social, moral, spiritual, and physical development and to develop criteria to measure the effectiveness of these effectiveness of these experiences and programs.**
- (2) To provide in the interest of the student professional leadership in all areas of student services.**
- (3) To provide opportunity for association and exchange of ideas among those responsible for the administration of student personnel programs and services in institutions of higher education**
 - a. in and with associations and agencies which concern themselves with higher education**
 - b. through annual meetings**
 - c. through reports of committees and commissions**
 - d. through periodic bulletins of general interest**
- (4) To represent the broad field of student personnel services**
 - a. in conjunction with, or through, other appropriate agencies before government committees and commissions concerned with problems relating to various phases of student services**
 - b. on joint committees and commissions with other professional organizations dealing with student problems and services**
 - c. through constant communication and cooperation with professional organizations representing the various services coming under the general rubric of student personnel services**
- (5) To encourage, sponsor and promote original research, and to disseminate the results of relevant research to the membership and the profession.**

- (6) To provide leadership and professional training in the student personnel field
- a. through seminars and conferences
 - b. through in-service training programs
 - c. through encouragement of academic programs leading to professional competency in student personnel administration
 - d. through consultation services of experienced members in the field where such services may be requested by member and nonmember institutions
 - e. by offering cooperation, encouragement, and assistance to other national organizations whose primary interests are within the field of student personnel services at the college or university level; i.e., ACPA, AGPA, ACU, NASPA, etc.; recognizing the necessity for each to maintain its autonomy within a framework of coordination and cooperation.
- (7) To encourage and assist when requested the organization and development of regional association, with NASPA serving as a clearing house for ideas and information.
-

APPENDIX D

ATTENDANCE

FORTY-SIXTH ANNIVERSARY CONFERENCE

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|--------------------------|-------------------------------------|--|
| Albright, W. Don | Dean of Students | Fresno State College |
| Almli, Mark | Dean of Men | St. Olaf College |
| Ambrose, Philip S. | Dean of Students | New Mexico State Univ. |
| Anderson, David L. | Asst. Dean of Men | St. Olaf College |
| Anderson, Donald K. | Dean of Students | Univ. of Washington |
| Anderson, Gary | Dean of Students | Eastern New Mexico U. |
| Armacost, Peter H. | Dean of Students | Augsburg College |
| Atwood, Edward C., Jr. | Dean of Students | Washington & Lee Univ. |
| Babb, Walter J. | Dean of Men | Wagner College |
| Bacon, Franklin | Dean of Students | Medical College of Va. |
| Bailey, Dallas | Resident Counselor | Kent State University |
| Bailey, Donald W. | Dean of Students | Sacramento State Coll. |
| Baisi, Neal | Dean of Students | West Virginia Tech. |
| Baldwin, DeWitt C. | Coordinator of Religious Affairs | University of Michigan |
| Ball, Elwood H. | Dean of Men | Monmouth College |
| Banker, Gilbert M. | Dean of Men | Rider College |
| Banks, Harold M., Jr. | Counselor Coordinator | Pennsylvania State University |
| Barlow, Mark, Jr. | Dean of the College | Wesleyan University |
| Barnes, Ronald E. | Assoc. Dean of Stu. | Iowa State University |
| Barrett, George B., Rev. | Vice President | University of Dayton |
| Bates, John | Director of Men's Activities | Wayne State University |
| Baumgart, Norbert K. | Dean of Students | Mankato State Coll. |
| Bealer, James E. | Personnel Counselor | Central Michigan U. |
| Beard, Norman E. | Dean of Students | Anderson College |
| Belcher, L. | Business Manager | Northwest Missouri State College |
| Bell, Keith A. | Dean of Students | Malone College |
| Bennett, B. W. | President | National Interfra- ternity Conference |
| Berko, Roy M. | Graduate Student | |
| Berte, Neal R. | Graduate Student | Univ. of Cincinnati |
| Beyerl, Merrill C. | Dean of Students | Ball State College |
| Bichsel, Bill, S.J. | Dean of Students | Gonzaga University |
| Bingham, Harry S. | Director of Fresh- man Personnel | Clarkson College of Technology |
| Blackburn, Armour J. | Dean of Students | Howard University |
| Blackburn, John L. | Dean of Men | Univ. of Alabama |
| Blaesser, Willard W. | Dean of Students | City College of N.Y. |
| Blake, Walter S., Jr. | Dean of Students | Willamette University |
| Blanchard, Kenneth H. | Graduate Student | Cornell University |
| Blevins, Wm. B. | Graduate Student | Univ. of Illinois |
| Bloch, Wheadon | Dean of Students | Univ. of Missouri at Kansas City |
| Boe, V. C. | Dean of Men | Concordia |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|-------------------------|---|--|
| Bonner, John T., Jr. | Executive Dean | The Ohio State Univ. |
| Bos, Larry E. | Asst. Director of Student Activities | Harpur College of State Univ. of N.Y. |
| Boucher, H. M. | Dean of Student Affairs | N.E. Missouri State Tch. College |
| Boucher, Morris | Dean of Men | Albion College |
| Bouffard, J. Charles | Dean of Students | Laval University |
| Bourbon, Frank C., Rev. | Dean of Men | Loyola College |
| Bowling, Floyd | Dean of Students | Tenn. Wesleyan Coll. |
| Brames, Alfred F. | Director, Men's Residence Hall | Indiana State College |
| Brewer, Warren, Jr. | Dean of Men | Washington College |
| Briggs, Channing M. | Dean of Students | Portland State Coll. |
| Brodeur, C. Claude | Administrative Asst. Student Affairs | Univ. of Waterloo |
| Brooks, Allen C. | Dean of Men | Principia College |
| Brown, C. W. | Asst. Dean of Men | Purdue University |
| Brown, J. Gordon | Dean of Men | Emory & Henry Coll. |
| Brown, Paul L. | Dean of Men | State Univ. of N.Y. |
| Brugger, A. T. | Dean of Men | UCLA |
| Bryan, M. Edward | Director of Housing | Ball State Teachers College |
| Buckle, Jack C. | Dean of Students | Lycoming College |
| Buckner, Donald R. | Asst. Director of Student Personnel | Georgetown University |
| Bumgardner, Douglas C. | Dean of Men | Morris Harvey Coll. |
| Burchett, Charles R. | Asst. Dean of Students | University of Tennessee |
| Burger, Wm. V. | Dean of Students | Colorado School of Mines |
| Burkhardt, Wm. H. | Asst. Dean of Men | Univ. of Massachusetts |
| Burns, A. Chester | Asst. Dean of Men | Ohio State Univ. |
| Butler, Henry J., Rev. | Dean of Men | Univ. of Scranton |
| Butler, Robert E., Rev. | Dean of Men | Canisius College |
| Byron, Thomas | Assoc. Dean of Stu. | Wheaton College |
| Cameron, Alexander R. | Dean of Students | Univ. of Rochester |
| Campbell, James B. | Vice President Student Personnel | Rochester Institute of Technology |
| Campbell, Phillip R. | Dean of Students | Florida Southern Col. |
| Caple, Richard B. | Dean of Students | Northwestern State College |
| Casebeer, Arthur L. | Asst. Dean of Stu. | Drake University |
| Chesin, Sorrell E. | Head Resident Adviser | Michigan State Univ. |
| Clappier, Robert T. | Asst. Dean of Men | Univ. of Pennsylvania |
| Clark, F. T. | Graduate Student | Cornell University |
| Clevenger, J. C. | Dean of Students | Washington State U. |
| Clifford, Earle W. | Dean of Student Aff. | Rutgers University |
| Collier, Kenneth M. | Asst. Dean of Students | Ball State Teachers College |
| Cooke, Robert P. | Asst. Head Counselor | Indiana University |
| Cooper, L. Eugene | Dean of Men | Univ. of South Car. |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|--------------------------|--|---------------------------------|
| Corkery, Jack | Dean of Men | Ottenbein College |
| Corson, Louis D. | Warden | College of Church Musicians |
| Courter, John F. | Dean of Students | Kansas Wesleyan U. |
| Crafts, William G. | Dean of Men | Univ. of Pittsburgh |
| Crane, Robert M. | Assoc. Dean of Men | Univ. of Illinois |
| Crookston, Burns B. | Dean of Students | Colo. State Univ. |
| Crosby, Howard J. | Assoc. Dean of Men | Rutgers University |
| Curl, Gerald A. | Asst. Director of Stu. Financial Aids | Illinois State University |
| Curtis, Eric G. | Vice President | Earlham College |
| Dannenfelser, Richard A. | Student | Coll. of Wooster |
| Darrah, Thomas L. | Asst. to the Dean of Men | Kent State Univ. |
| David, Ben E. | Dean of Men | Univ. of Miami |
| Davies, James R. | Asst. to Dean of Students | Tulane University |
| Davis, Howard | Dir. of Student Affairs | Southern Illinois University |
| Davis, Stanley W. | Dean of Students | Cornell University |
| Deakins, C.E. | Acting Director, NDEA Student Loan Program | U.S. Office of Education |
| Dean, James W. | Dean of Students | Virginia Polytechnic Inst. |
| Delcamp, Sam | Manager of Housing Program | Eastern Michigan University |
| Denman, William F. | Dean of Students | Elmhurst College |
| Dierolf, Claude E. | Dean of Students | Muhlenberg College |
| Dobens, Fred | Asst. to the Dean | Rutgers University |
| Donoghue, M. Joseph | Asst. Dean of Men | Univ. of Detroit |
| Doremus, James C. | Asst. Dean of Stu. | Franklin & Marshall |
| Doyle, Rev. Mel | Dean of Students | Quincy College |
| Draine, Donald, Rev. | Grad. Fellow | Univ. of Michigan |
| Dubocq, John W. | Dean of Students | George Williams Col. |
| Dull, James E. | Assoc. Dean of Stu. | Georgia Tech |
| Dunn, Charles J., Rev. | Dean of Men | Holy Cross College |
| Durkee, Peter E. | Counselor | Univ. of Hawaii |
| DuShane, Donald M. | Dean of Students | Univ. of Oregon |
| Dutton, Thomas B. | Dean of Men | Ohio University |
| Dux, Henry A. | Dean of Students | Moorhead State Coll. |
| Ebert, James B. | Dean of Stu. Affairs | Pembroke State Coll. |
| Eddy, Raymond O. | Dir. of Stu. Activ. & Adviser to Men | Upsala College |
| Edwards, Thomas J. | Dean of Students | Kenyon College |
| Ekstrom, Ross | Dean of Students | Wilmington College |
| Emmet, Thomas A. | Dean of Men | Univ. of Detroit |
| English, John T. | Graduate Adviser | Mich. State Univ. |
| Enwright, Parker F. | Asst. Dean of Men | Univ. of Pittsburgh |
| Etheridge, Robert F. | Dean of Students | Miami University |
| Eversen, Richard E. | Assoc. Dean of Men | Stevens Institute of Technology |
| Eycke, Carl | Asst. Dean of Men | Univ. of Vermont |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|---------------------------|---|--------------------------------|
| Fagan, Gerard, Rev. | Dir. of Student Personnel | Fordham University |
| Farricker, W.J., S.J. | Dean of Men | Fordham University |
| Feucht, Reinhardt, J. | Dean of Men | Dominican College |
| Field, William F. | Dean of Students | Univ. of Massachusetts |
| Finucane, Thomas F., S.J. | Dean of Students | Regis College |
| Fisch, A. Linc | Admin. Assistant | Univ. of Michigan |
| Fischer, Edward J., Rev. | Student Counselor | St. Peter's College |
| Fischer, Gerald B. | Student | College of Wooster |
| Fitzgerald, Rev. Paul | Assistant for Higher Education | Jesuit Education Association |
| Fitzpatrick, Daniel | Asst. Dean of Stu. | Cornell University |
| Fletcher, Richard R. | Exec. Secretary | Sigma Nu Fraternity |
| Flynn, Magnus | Dean of Students | Sir George Williams University |
| Follett, Charles W. | Dean of Men | Ashland College |
| Fox, James W. | Director of Housing | Univ. of Akron |
| Foy, James E. | Dean of Stu. Affairs | Auburn University |
| Fruitt, Ronald L. | Assistant Manager | Purdue University |
| Fuzak, John | Dean of Students | Michigan State Univ. |
| Gadaire, Charles R. | Dean of Students | American International College |
| Gage, Lawrence J. | Graduate Assistant | Southern Ill. Univ. |
| Gaines, Edwin M. | Dean of Men | Univ. of Arizona |
| Gallagher, John L., Rev. | Asst. Dean of Men | Fairfield Univ. |
| Gambs, Charles R., Jr. | Assoc. Dean - Student Relations | Ohio State Univ. |
| Geib, Joseph, Rev. | Dean of Men | St. Joseph's Coll. |
| Gennett, Nicholas D. | Graduate Student | Kent State Univ. |
| Gentry, Robert F. | Asst. to Dean of Students | Elmhurst College |
| Gilbert, Paul L. | Asst. Dean of Stu. | Kalamazoo College |
| Gillen, Edward B., Rev. | Director of Student Personnel Serf. | Canisius College |
| Gillis, John | Dean of Men | Illinois State Univ. |
| Gilmor, R. Paul | Asst. Director of Student Affairs | University of Windsor |
| Ginsberg, Paul | Social Educational Coordinator | University of Wisconsin |
| Glose, Father Joseph | Regional Director of Higher Education | New York Province |
| Gluck, Joseph C. | Dir. Student Affairs | W. Virginia Univ. |
| Gokey, Francis X., Rev. | Dean of Men | St. Michael's Coll. |
| Golish, John | Dir. Student Employment, Housing & Activities | University of Alaska |
| Good, Stuart | Dean of Stu. Affairs | Cornell College |
| Goodridge, Robert C. | Dean of Students | Univ. of Redlands |
| Gourdine, Ernest | Asst. Head Counselor | Indiana University |
| Graham, Jack | Coordinator, Counseling & Testing | Southern Illinois University |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|---------------------------|---|-----------------------------------|
| Gray, C. William | Asst. Dean of Men | Ashland College |
| Griffeth, Paul L. | Dean of Students | Western Michigan U. |
| Griffin, Russell A. | Dean of Students | Western Reserve U. |
| Griffith, W. F. | Dean of Students | Colgate University |
| Grip, Carl M., Jr. | Dean of Men | Temple University |
| Gross, Richard | Dean of Students | Wheaton College |
| Grosslight, Joseph H. | Prof. of Psychology | Kent State Univ. |
| Guiley, George M. | Dean of Students | Ashland College |
| Gwin, John P. | Dean of Students | Beloit College |
| Haack, Arno J. | Dean of Students | Washington Univ. |
| Haefner, Donald A. | Dir. of Off-Campus & Married Housing | Ball State Teachers College |
| Hale, Lester | Dean of Stu. Affairs | Univ. of Florida |
| Hall, Jack B. | Director Men's Residence Halls | University of Kentucky |
| Halloran, John J., Rev. | Vice President for Student Personnel | Creighton University |
| Hampton, V. J. | Asst. Dean of Stu. | Univ. of Illinois |
| Hampton, W. O. | Dean of Students | Central Missouri State College |
| Hannigan, James P. | Dean of Students | Texas A&M Univ. |
| Hansford, Richard L. | Dean of Students | Univ. of Akron |
| Hansmeier, Thomas W. | Dean of Men | Kent State Univ. |
| Hanson, Ernest E. | Vice Pres. for Stu. Personnel Services | Northern Illinois University |
| Hardy, Donald P. | Dean of Men | Univ. of Delaware |
| Harrar, Frank J. | Dormitory Director Office Dean of Men | Syracuse University |
| Harris, David L. | Dean of Men | Ripon College |
| Harrod, Ira E. | Dean of Students | Rensselaer Poly. Inst. |
| Hassan, W. Richard | Director, Walker Hall | Illinois State University |
| Hassler, William H. | Dir. of Stu. Affairs | Westminster College |
| Harvey, James | Dean of Students | Hope College |
| Hatch, Gaylord F. | Asst. Dean of Men | Univ. of Illinois |
| Hayes, Phil H. | Director - Men's Residence Hall | Indiana State College |
| Hayward, John C. | Dean of Stu. Affairs | Bucknell University |
| Hekhuis, Louis F. | Dir. Student Activ. | Michigan State Univ. |
| Heldeman, E. Richard | Counselor, Student Activities | Hunter College in the Bronx |
| Hendrix, Noble | Dean of Students | University of Miami |
| Hennessy, Thomas J. | Assoc. Hd. Coun. | Indiana University |
| Heusinkveld, Edwin D. | Dean of Men | Ferris State College |
| Higginbotham, S. W. | Dean of Students | Rice University |
| Higgins, John | Asst. Counselor | Wayne State Univ. |
| Hollingsworth, William T. | Dean of Men | Miami University |
| Holmes, Roger M. | Asst. Head Counselor | Indiana University |
| Houk, Dale W. | Dean of Students | New York University |
| House, S. J. | Dean of Students | Newark College of Engineering |
| Hubbell, Robert N. | Member, Academic Deans Staff | University of Wisconsin |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|-------------------------|--|----------------------------------|
| Huber, R. John | Head Counselor | Univ. of Vermont |
| Huit, M. L. | Dean of Students | University of Iowa |
| Hulet, Richard E. | Dean of Students | Illinois State Univ. |
| Hull, Thomas G. | Dean of Men | USC |
| Hundley, George | Dean of Students | Grand Valley State College |
| Hurley, L.P., Rev. | Asst. Director Student Personnel | Georgetown University |
| Ireland, Graham M. | Dean of Men | Westminster College |
| Irwin, William A. | Student | Indiana University |
| Jalkanen, Arthur | Asst. Dean of Stu. | Univ. of Rhode Island |
| Johnson, Alan W. | Dean of Students | Univ. of Houston |
| Judge, Robert K., S.J. | Graduate Student | Woodstock College |
| Kauffman, Joseph F. | Consultant | American Council on Education |
| Kean, Helen E. | Rep. | NAWDC |
| | Dean of Women | Univ. of Detroit |
| Keenan, W. Michael | Asst. Dean of Men | Univ. of Detroit |
| Keesey, C. Robert | Dean of Students | Univ. of New Hampshire |
| Keiser, Edward C. | Asst. Dean of Men | Univ. of Cincinnati |
| Kennedy, Christopher F. | Dean of Freshmen | Northeastern Univ. |
| Kerns, Byron | Dean of Students | Millikin University |
| Kinder, R.E. | Dean of Men | Univ. of Wyoming |
| King, Edward M. | Dean of Men | Bradley University |
| Kirker, John A. | Dean of Men | Capital University |
| Kissiah, Herm | Assoc. Dean of Stu. | Wheaton College |
| Kitchen, W.J. | Executive Secy. | World Univ. Service |
| Kluge, Donald A. | Dean of Men | Eastern Illinois U. |
| Knapp, William H. | Asst. Dir. Div. of Student Personnel | Wayne State University |
| Knerr, George F. | Dean of Student Personnel | Pace College |
| Knox, Carl W. | Dean of Men | Univ. of Illinois |
| Koerble, C.E. | Dean of Students | Northwest Missouri State College |
| Krathwohl, Carl | Dean of Students | Delta College |
| Kratochvil, M. R. | Dean of Students | Iowa State Univ. |
| Krbec, Kirby A. | Asst. to the V.P. for Student Affairs | University of Colorado |
| Krebs, Frank J. | Vice President for Student Affairs | Morris Harvey College |
| Kreuzer, James R. | Acting Dean of Stu. | Queens College |
| Lacy, O. W. | Dean of Students | Trinity College |
| Lackey, John | Men's Counselor | Anderson College |
| LaFave, Francis E. | Dir. of Men's Housing | St. Louis University |
| Lambert, George F. | Dean of Men | New York State College at Oswego |
| Lanier, William J. | Assoc. Dean of Stu. | Wittenberg, Univ. |
| Lasley, Jack L. | Dean of Men | Northwest Missouri State College |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|----------------------------|---------------------------------------|------------------------------------|
| Lavin, James M. | Dean of Stu.Aff. | John Carroll Univ. |
| Lavin, L. Morgan | Dean of Men | John Carroll Univ. |
| Leafgren, Fred | Dean of Men | Slippery Rock State College |
| Leathers, John | Dir.Student Personnel Services | Muskingum College |
| Lee, Juel | Asst.Dean of Men | Ripon College |
| Leeds, Charles | Dean of Student Personnel Services | Iowa Wesleyan College |
| Lekisch, Peter A. | Graduate Student | Cornell University |
| LeMire, Francis J. | Asst.Dean of Stu. | Towson State Coll. |
| Leveille, David E. | Head Resident | Eastern Michigan U. |
| Lewis, James A. | V.P.for Stu.Affairs | Univ. of Michigan |
| Lignelli, Frank | Asst.Dean of Stu. | Clarion State Coll. |
| Lippincott, William | Dean of Students | Princeton University |
| Lockett, David M. | Dir.of Stu. Activ. & Residence | Lafayette College |
| Loeschner, Ray B. | Dean of Student Personnel Services | Washburn University |
| Long, David E. | Dean of Students | MacMurray College |
| Long, Robert | Dean of Students | Wittenberg University |
| Long, William G. | Dean of Men | Univ.of North Carolina-Chapel Hill |
| Loos, Frank M. | Dean of Students | Lincoln College |
| Loucks, Donald | Dean of Men | Florida State Univ. |
| Lougheed, Virgil | Couns.of Religious Aff.& Foreign Stu. | Wayne State Univ. |
| Lucas, David G. | Residence Hall Director | Ball State Teachers College |
| Lucasse, Philip R. | Dean of Men | Calvin College |
| MacDonald, Gilbert G. | Dean of Students | Northeastern Univ. |
| MacDougall, Richard E. | Dean of Students | Richmond Professional Institute |
| Makuen, Donald R. | Dean of Men | Hamline University |
| Mallett, Don | Vice President | Purdue University |
| Mann, Carl | Asst.to Dean of Men | Rutgers University |
| Marine, James | Dean of Men | Miami-Dade Jr.Coll. |
| Marsh, J. Don | Asst.Dean of Stu. | Wayne State Univ. |
| Martin, M.B., Rev. | Dean of Students | St.Louis University |
| Matson, Robert E. | Dean of Men | Carroll College |
| Matthews, Al | Dean of Students | Washburn University |
| Matthews, Jack | Dean of Students | Univ. of Missouri |
| Maxwell, Howard B. | Graduate Student | Univ. of Michigan |
| Maxwell, Robert A. | Resident Counselor | Duke University |
| McAdams, Henry E. | Dean of Men | Northwestern Univ. |
| McClellan, Stephen Douglas | Instructor - Dean of Men's Staff | College of Wooster |
| McCloskey, Harry L. | Dean of Students | Loyola U. of Chicago |
| McDonald, Keith | Asst.Dean of Men | Northern Illinois U. |
| McDonough, Gerard, Rev. | Dean of Men | Loyola College |
| McGibbeny, Herbert | Dean of Students | Slippery Rock State College |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|-------------------------|---|-------------------------------------|
| McGinnis, Benjamin G. | Dir.of Student Financial Aids | Kent State University |
| McGrath, Jerald G. | Dean of Men | Univ. of Santa Clara |
| McGroarty, Wm.K.,S.J. | Dean of Students | Wheeling College |
| McGuire, Edward C. | Dean of Students | Univ.of Rhode Island |
| McKean, John R.O. | Dean of Students | Allegheny College |
| McKee, Richard | Specialist for Institutional Info. | U.S. Office of Education |
| McLean, Evelyn G. | Asst.Director of Student Affairs | Univ. of Windsor |
| McLeod, James C. | Dean of Students | Northwestern Univ. |
| McPadden, James | Dean of Men | Catholic University |
| Metzger, Stanley | Dean of Students | State Univ.College |
| Meyn, Charles A. | Dean of Men | Bucknell University |
| Mikesell, Donald W. | Residence Hall Dir. | Ball State College |
| Milfs, Milo | Dean of Students | Calif.State College at Palos Verdes |
| Miller, Gary E. | Asst.Director of Admissions | Colorado State College |
| Miller, James C. | Asst.Dean of Men | North Central Coll. |
| Miltenberger, Larry J. | Residence Hall Dir. | Ball State Teach.Coll. |
| Minns, Albert E.,Jr. | Colonel AUS (Ret.) | Buffalo, New York |
| Monticello,Ralph R.,Jr. | Head Counselor | Univ. of Vermont |
| Morris, Thomas A. | Graduate Student | Univ.of Southern Mississippi |
| Morris, Robert B. | Grad.Research Asst. | Pennsylvania State U. |
| Mosher, Bryan J. | Dean of Students | Thiel College |
| Murphy, Raymond | Asst.Dean of Men | Penn State |
| Nair, Donald A. | Asst.Dean of Men | Lycoming College |
| Najarian, Nishan J. | Dir.,Student Activ. | Fairleigh Dickinson U. |
| Nelson, Glenn M. | Dean of Men | Duquesne Univ. |
| Nelson, Henry W. | Dean of Students | Taylor University |
| Nester, William R. | Dean of Men | Univ. of Cincinnati |
| Newman, James E. | Asst.Dean of Stu. | Univ. of Chicago |
| Nichelson, Lynn | Asst.Dean of Stu.& Dir.of Financial Aid | Illinois Wesleyan University |
| Nickerson, George T. | Dean of Men | Colby College |
| Niemi, Allan L. | Dean of Students | Northern Michigan U. |
| Nonnamaker, Eldon R. | Assoc.Dean of Stu. | Michigan State Univ. |
| Norris, Robert E. | Dean of Stu.Affairs | Univ.of Wisconsin - Milwaukee |
| Nowak, Daniel B. | Sr.Residence Adviser | UCLA |
| Nowotny, Arno | Dean of Stu. Life | Univ. of Texas |
| Nygreen, Glen T. | Dean of Students | Hunter College |
| Oleson, Robert E. | Asst.Dean of Men | Heidelberg College |
| O'Neil, Dan, Rev. | Asst.Vice President Student Affairs | University of Notre Dame |
| Orwig, James P. | Dean of Men | Berea College |
| O'Zee, Wm. F. | Dean of Men | Colorado State Univ. |
| Paisley, James D. | Actg.Dean of Men | Univ. of Colorado |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|------------------------|--|---------------------------------------|
| Palmer, John T. | Dean of Students | San Fernando Valley State College |
| Parker, Osborne B. | Coordinator Student Development | Southern Illinois University |
| Parks, Donald S. | Dean of Students | Univ. of Toledo |
| Parr, Preston | Assoc. Dean of Stu. | Lehigh University |
| Patzer, Roland | Dean of Men | Univ. of Vermont |
| Pawa, Irving | Dean of Students | Rutgers University |
| Penfield, Gary M. | Graduate Student | State Univ. College at Cortland, N.Y. |
| Perkins, William, S.J. | Dean of Men | Univ. of San Francisco |
| Peters, Chester E. | Dean of Students | Kansas State Univ. |
| Peters, David E. | Assoc. Director Residence Halls | Univ. of Rochester |
| Peterson, Marvin W. | Admin. Asst. to Dir. of MBA Program | Harvard Business School |
| Pflasterer, Don | Dean of Stu. Pers. | Univ. of Omaha |
| Pike, C. Milton, Jr. | Dean of Students | Central Michigan U. |
| Pillsbury, Wilbur | Dean of Students | Knox College |
| Playe, George L. | Dean of Under-graduate Students | University of Chicago |
| Pollock, O. Edward | Dean of Students | Union College |
| Powers, Richard W. | Asst. Director, Residence Halls Counseling | Indiana University |
| Price, Philip | Director of Student Activities | New York University |
| Prusok, Ralph E. | Asst. Dean of Stu. | Kansas State Univ. |
| Putzel, Max J. | Assoc. Dean of Under-graduate Students | University of Chicago |
| Rackham, Eric N. | Executive Dean | Kent State Univ. |
| Radke, Orland E. | Assoc. Dean of Stu. | Wisconsin State Coll. |
| Raleigh, M. J. | Field Secretary | Phi Kappa Tau Frat. |
| Rambo, Vint | Dir. Faculty Registry | Presbyterian Higher Education |
| Rankin, Donald F. | Dean of Students | Ferris State College |
| Ratterman, P.H., Rev. | Dean of Men | Xavier University |
| Rea, Walter B. | Dir. of Financial Aids | University of Michigan |
| Reddell, Ferd D. | Dean of Students | San Francisco State College |
| Reid, Juan | Dean of Men | Colorado College |
| Renneisen, Chas. M. | Dean of Men | St. Louis University |
| Reynolds, Lyle G. | Dean of Students | Univ. of California - Santa Barbara |
| Reynolds, W. M. | Dean of Students | Defiance College |
| Richmond, Charles H. | Dean of Students | Okla. Central State |
| Riggs, Lawrence | Dean of Students | DePauw University |
| Rishel, Darrell F. | Dean of Students | Clarion State Coll. |
| Rivet, Hilton L., S.J. | Dean of Students | Spring Hill College |
| Roberts, O.D. | Dean of Men | Purdue University |
| Robinson, David W. | Dean of Stu. Affairs | Emory University |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|-------------------------|--|--|
| Robinson, Eugene E. | Assoc. Dean of Stu. | Austin College |
| Robinson, James E. | Dean of Students | Western Maryland Col. |
| Rodgers, Allan | Dean of Men | Indiana State Coll. |
| Rohr, Urban E. | Dean of Men | Creighton University |
| Rolfs, Richard W., S.J. | Dean of Students | Loyola University |
| Rollins, J. Leslie | Asst. Dean | Harvard Grad. School |
| Ross, G. Robert | Vice Chancellor & Dean of Stu. Aff. | University of Nebraska |
| Russell, H. George | Assistant to the Dean of Men | Penn State Univ. |
| Ruthenberg, Donald B. | Dean of Students | Illinois Wesleyan |
| Salisch, Marc, S. | Dir., Student Activ. | Pace College |
| Salowitz, Edward C. | Grad. Assistant | Southern Illinois U. |
| Samuelson, J. Arthur | Dean of Men | Boston University |
| Saurman, Kenneth P. | Dean of Men | DePaul University |
| Scanlon, Joseph | Nat'l. Exec. Secy. | Alpha Phi Omega |
| Schmalfeld, Robert G. | Asst. Dean of Men | Univ. of Arizona |
| Schroeder, Fred W., Jr. | Personnel Interne | Syracuse University |
| Schwartz, G. R. | Dean of Students | Western Illinois U. |
| Schwomeyer, Herbert F. | Dean of Men | Butler University |
| Scott, Keith L. | Director of Men's Residence Halls | Illinois State University |
| Scully, James A. | Asst. Dean of Men and F.S.A. | University of Cincinnati |
| Sedgwick, C. H. | Admin. Asst. | Ohio State Univ. |
| Serra, Joseph R. | Asst. Dean of Men | Western Mich. Univ. |
| Shaffer, Robert H. | Dean of Students | Indiana University |
| Sharkey, Joel | Nat'l. Affairs V. President | United States Nat'l. Student Ass'n. |
| Sharp, Maurice J. | Dean of Students | Wayland College |
| Shaw, Stanley A. | Dean of Men | Marshall University |
| Shay, John E. | Student | Univ. of Michigan |
| Shearer, Roderick C. | Dean of Students Staff | Eastern Michigan University |
| Sheeder, F. Thomas | Dean of Men | State Univ. College at Fredonia |
| Sheehan, Charles J. | Asst. Dir. Student Affairs | New Mexico Inst. Min. & Technology |
| Sheehy, Stephen, Bro. | Dean of Men | Univ. of Dayton |
| Sheraw, Donald M. | Asst. Dean of Stu. | Cornell University |
| Shiel, Frank | President | Assoc. College & Univ. Housing Officers |
| Shofstall, W. P. | Dean of Students | Arizona State Univ. |
| Siever, Richard Gene | Program Coordinator | Indiana University |
| Siggelkow, Richard A. | Dean of Students | State Univ. of New York at Buffalo |
| Simes, Frank J. | Dean of Men | Penn State |
| Simons, Wesley S. | Counselor for Men | Western Illinois U. |
| Sininger, Rollin A. | Asst. Dean of Stu. Life | The Univ. of Texas |
| Skorpen, Harold C. | Graduate Student | Purdue University |
| Smith, Edwin B. | Resident Counselor | Kent State Univ. |
| Smith, Fred W. | Asst. Dean of Stu. Aff. | Alma College |
| Smith, Harry R. | Graduate Student | Michigan State Univ. |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|------------------------------|---|--|
| Smith, Herb | Acting Director Student Activities | Indiana University |
| Smith, J. Towner | Dean of Men | Western Mich. Univ. |
| Smith, Margaret Ruth | Representative | ACPA |
| Smith, Mark W. | Dean of Men | Denison University |
| Smith, Rex A. | Exec. Secretary | Sigma Alpha Epsilon |
| Smith, Richard J. | Director Student Financial Aids | Illinois State University |
| Smith, Sherman E. | Dean of Students | Univ. of New Mexico |
| Sorrells, Daniel J. | Dean, Stu. Affairs | Univ. of Georgia |
| Stafford, E.E. | Assoc. Dean of Stu. | Univ. of Illinois |
| Stafford, John W. | Adviser of Men | Univ. of Akron |
| Starnes, Glenn | Admin. Asst. Student Personnel | Central Michigan University |
| Stead, Ronald S. | Dean of Men | Ohio Wesleyan |
| Stefl, James R. | Dir. of Presidential Res. Halls | University of Alabama |
| Steller, Daniel J. | Instr. of Psychology | Heidelberg College |
| Stenson, Lynn | Head Resident | Eastern Michigan U. |
| Stewart, Harold E. | Dean of Students | Wayne State Univ. |
| Stewart, John E. | Dean of Men | Univ. of Maine |
| Stibbs, John H. | Dean of Students | Tulane University |
| Stone, John H. | Field Representative | Sigma Alpha Epsilon |
| Storch, Champ R. | Asst. Dean of Men | Penn State Univ. |
| Strache, Fred | Adviser to Frat's. | Univ. of Kentucky |
| Strand, David A. | Dean of Students | Southeast Missouri State College |
| Strick, Dale E. | Coordinator of Student Activ. | Carnegie Inst. of Technology |
| Stuart, Douglas A. | Asst. Dean of Stu. | Mich. Tech. Univ. |
| Swartzbaugh, W. L. | Associate Dean | Amherst College |
| Sweet, LuFay Anderson, II | Director of Men's Residences & Asst. Dean of Students | Lake Forest College |
| Swift, William D. | Dean of Men | Southern Methodist U. |
| Taber, Samuel J. | Graduate Student | Southern Illinois U. |
| Tanner, Gerald E. | Asst. Dir. of Admissions | Colorado State Coll. |
| Tate, Robert S. | Grad. Residential Adviser | Colgate University |
| Tatham, David F. | Asst. Dean of Men | Syracuse University |
| Taylor, James | Asst. Dean of Men | Univ. of Illinois |
| Taylor, Ralph L. | Dean of Students | Rutgers-The State U. |
| Taylor, Terence S. | Asst. Dean of Men | Ohio Wesleyan Univ. |
| Taylor, Wallace W., Jr. | Dean of Men | Bowling Green State U. |
| Tetlow, William L., Jr. | Grad. Student | Cornell University |
| Thomas, Archie M. | Dean of Men | Heidelberg College |
| Thompson, Charles L. | Dean of Men | Hiram College |
| Thompson, Jorgen S. | Dean of Men | Augustana College |
| Thorn, Gordon R. | Assoc. Dir. Stu. Aff. | W. Virginia Univ. |
| Tiller, Thomas C. | Dean of Students | Lynchburg College |
| Tilley, David C. | Dean of Students | State Univ. of New York at Stony Brook |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|-------------------------|---|--|
| Tinkle, Wayne F. | Dean of Men | Marquette Univ. |
| Toll, George S. | President | College Fraternity Secretaries Assoc. |
| Toombs, William | Dean of Men | Drexel Institute of Technology |
| Tripp, Philip A. | Specialist for Student Services | U. S. Office of Education |
| Troxel, D.K. | Dir. of Frat.Aff. | Oklahoma State Univ. |
| Truax, Wm. E. | Dean of Students | E.Texas State Coll. |
| Truitt, John W. | Dean of Students | Indiana State Coll. |
| Tucker, Leslie H. | Dean of Students | Bradley University |
| Turner, Fred H. | Dean of Students | Univ. of Illinois |
| Ulbrickson, Alvin E. | Asst.Dean of Men | Univ. of Washington |
| Updike, Thomas L., Jr. | Asst.Dean of Men | Univ. of Louisville |
| Van de Visse, Martin C. | Dir. of Student Life | Univ. of Rochester |
| Van Houten, Peter S. | Assoc.Dean of Stud. | Univ. of California |
| Venderbush, Kenneth R. | Dean of Men | Lawrence College |
| Verda, Martha M. | Counselor | Eastern Mich.Univ. |
| Voldseth, Edward | Dean of Students | Univ. of Alaska |
| Walle, Richard V. | Dean of Men | Champlain College |
| Walsh, J.Francis, Rev. | Dean of Men | St. Mary's College |
| Wassenaar, James R. | Asst.Dir. of Housing | Towson State Coll. |
| Weaver, Richard A. | Asst.Dean of Men | Ohio State Univ. |
| Whetstone, W.K. | Dean of Men | Lambuth College |
| Wick, Warner A. | Dean of Students | Univ. of Chicago |
| Wiemann, Carl B. | Dir. of Counseling | Wisconsin State Coll. |
| Wilder, James C. | Dir., Ridgecrest Area Residence Halls | University of Alabama |
| Williams, Thomas G. | Dean of Men | Coe College |
| Williams, William D. | Dir. of Student Per- sonnel Services | Eastern Montana College |
| Williamson, E.G. | Dean of Students | Univ. of Minnesota |
| Wilshire, Herbert | Dir. of Stu. Affairs | Univ. of Windsor |
| Wilson, R. T. | Manager, MRH, H-2 | Purdue University |
| Wilson, Richard I. | Assoc.Coordinator of Student Affairs | State University of New York at Buffalo |
| Wilt, Roy Wm. | Asst. to Dean of Stu. | Thiel College |
| Winbigler, H.Donald | Dean of Students | Stanford University |
| Wingett, Roger A. | Dean of Men | Adelphi University |
| Witten, Charles H. | Dean of Students | Univ. of So. Carolina |
| Wolff, Alfred R. | Dean of Stu. Person- nel | Univ. of Bridgeport |
| Wolner, Louis J., Jr. | Graduate Student | Michigan State Univ. |
| Womble, Hilburn | Asst.Dean of Men | Duke University |
| Wood, C.W. | Dir. Student Personnel | Univ. of Minnesota- Duluth |
| Wood, Stephen B. | Dean of Men | Grinnell College |
| Wood, William P. | Director-Men's Residence Halls | Univ. of Toledo |

| <u>Name</u> | <u>Title</u> | <u>Institution</u> |
|----------------------------|--------------------------------------|--|
| Woodruff, Laurence C. | Dean of Students | Univ. of Kansas |
| Wright, Ralph W. | Dean of Men | Kansas State Col- lege of Pittsburg |
| Wright, William C. | Assoc.Couns.for Men | Univ. of Bridgeport |
| Wright, William McK. | Assoc.Dean of Stu. | DePauw University |
| Wygle, R.W. | Dir.of Stu.Services | Kansas State Teachers College |
| Yanitelli, Vic R., S.J. | Dir.of Student Personnel Services | St. Peter's College |
| Yardley, Wm. A. | Dean of Men | Houston, Texas |
| Yaros, Edward J. | Asst.Dean of Students | Newark College of Engineering |
| Young, Donald F. | Admin.Asst. for Student Affairs | Sir George Williams University |
| Young, Edward H. | Dean of Men | Lock Haven State College |
| Young, James S. | Dean of Stu.Affairs | Detroit Institute of Technology |
| Young, Ralph A. | Dean of Men | College of Wooster |
| Yourick, George A., Jr. | Asst.Dean of Stu. | Univ.of California |
| Yuthas, Jack | Dean of Students | State Univ.of N.Y. |
| Zillman, Theodore W. | Dean of Men | Univ. of Wisconsin |

APPENDIX E

ROSTER OF MEMBERS March 20, 1964

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--|-------------------------------------|------------------------------|
| Adelphi University | Roger A. Wingett | Garden City, N.Y. |
| Adelphi Suffolk Coll. | Robt. K. Thomas | Oakdale, L.I., N.Y. |
| Adrian College | John W. VanValkenburg | Adrian, Michigan |
| Akron, University of | Richard L. Hansford | Akron 4, Ohio |
| Alabama College | James Wilkinson | Montevallo, Ala. |
| Alabama, University of | John Blackburn | University, Ala. |
| Alaska, University of | Edward Voldseth | College, Alaska |
| Albion College | | Albion, Michigan |
| Alfred University | Paul F. Powers | Alfred, New York |
| Allegheny College | John McKean | Meadville, Pa. |
| Alma College | Fred W. Smith | Alma, Michigan |
| American Interna- tional College | Charles R. Gadaire | Springfield, Mass. |
| American University | Charles W. VanWay, Jr. | Washington, D. C. |
| Amherst College | Wm. L. Swartzbaugh | Amherst, Mass. |
| Anderson College | Norman Beard | Anderson, Indiana |
| Andrews University | Frank Knittel | Berrien Springs, Michigan |
| Arizona State Univ. | W. P. Shofstall | Tempe, Arizona |
| Arizona, Univ. of | Edwin M. Gaines | Tucson, Arizona |
| Arkansas State Coll. | Robert Moore | State College, Ark. |
| Arkansas, Univ. of | D. Whitney Halladay | Fayetteville, Ark. |
| Ashland College | George M. Guiley | Ashland, Ohio |
| Auburn University | James E. Foy | Augurn, Alabama |
| Augsburg College | Peter H. Armacost | Minneapolis, Minn. |
| Augustana College | Jorgen S. Thompson | Sioux Falls, S.D. |
| Baker University | Benjamin A. Gessner | Baldwin, Kansas |
| Baldwin-Wallace Coll. | Robert W. Pitcher | Berea, Ohio |
| Ball State Teachers College | Merrill C. Beyerl | Muncie, Indiana |
| Baylor University | W. C. Perry | Waco, Texas |
| Bellarmino College | Hilary H. Gottbrath, O.F.M.Conv. | Louisville, Ky. |
| Beloit College | John P. Gwin | Beloit, Wisconsin |
| Berea College | James Orwig | Berea, Kentucky |
| Bethany College | Robert A. Sandercox | Bethany, W. Va. |
| Boston College | David Carroll, S.J. | Boston, Mass. |
| Boston University | Staton Curtis | Boston, Mass. |
| Bowling Green State U. | Donnal Y. Smith | Bowling Green, Ohio |
| Bradley University | Leslie H. Tucker | Peoria, Illinois |
| Brandeis University | Kermit C. Morrissey | Waltham, Mass. |
| Bridgeport, Univ. of | Alfred R. Wolff | Bridgeport, Conn. |
| Brigham Young Univ. | Anton K. Ronney | Provo, Utah |
| Brooklyn Center, Long Island University | Calvin Crawford | Brooklyn 1, N.Y. |
| Brown University | Robert E. Hill | Providence, R.I. |
| Bucknell University | John Hayward | Lewisburg, Pa. |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--|-----------------------|----------------------------|
| Butler University | Herbert Schwomeyer | Indianapolis, Ind. |
| California Institute of Technology | Paul C. Eaton | Pasadena, Calif. |
| California State College at Hayward | Lyle Edmison | Hayward, Calif. |
| California State Polytechnic College | Everett M. Chandler | San Luis Obispo, Calif. |
| California, Univ. of | Katherine Towle | Berkeley, Calif. |
| California, Univ. of | William C. Weir | Davis, Calif. |
| California, Univ. of | Byron Atkinson | Los Angeles, Calif. |
| California, Univ. of | Norman M. Better | Riverside, Calif. |
| California, Univ. of (Medical Center) | Frank M. Guyan | San Francisco, Calif. |
| California, Univ. of (Santa Barbara College) | Lyle G. Rsynolds | Goleta, Calif. |
| California Western U. | William E. Clarke | San Diego, Calif. |
| Calvin College | Philip R. Lucasse | Grand Rapids, Mich. |
| Canisius College | Edward B. Gillen | Buffalo, N.Y. |
| Capital University | John Kirker | Columbus, Ohio |
| Carleton College | Merrill E. Jarchow | Northfield, Minn. |
| Carnegie Institute of Technology | George Brown | Pittsburgh, Pa. |
| Carroll College | Robert E. Matson | Waukesha, Wis. |
| Carroll, John Univ. | James M. Lavin | Cleveland, Ohio |
| Carthage College | | Carthage, Ill. |
| Case Institute of Technology | Thomas E. Baker | Cleveland, Ohio |
| Catholic Univ. of America, The | James J. McPadden | Washington, D.C. |
| Central Michigan Univ. | C. Milton Pike | Mt. Pleasant, Mich. |
| Central Missouri State College | W. O. Hampton | Warrensburg, Mo. |
| Central State College | Charles H. Richmond | Edmond, Oklahoma |
| Chicago, Univ. of | Warner A. Wick | |
| | George Playe | Chicago, Illinois |
| Chico State College | John L. Bergstresser | Chico, Calif. |
| Cincinnati, Univ. of | William Nestor | Cincinnati, Ohio |
| City College of New York | Willard W. Blaesser | New York, New York |
| Clarkson Memorial College of Technology | F. Gordon Lindsey | Potsdam, New York |
| Coe College | Thomas G. Williams | Cedar Rapids, Iowa |
| Colby College | George T. Nickerson | Waterville, Maine |
| Colgate University | Wm. F. Griffith | Hamilton, N.Y. |
| College of the Holy Cross | Charles J. Dunn, S.J. | Worcester, Mass. |
| Colorado College | Juan Reid | Colorado Springs, Colorado |
| Colorado School of Mines | W. V. Burger | Golden, Colo. |
| Colorado State Univ. | Burns B. Crookston | Ft. Collins, Colo. |
| Colorado, Univ. of | Glenn Barnett | Boulder, Colo. |
| Columbia, College of Columbia Univ. | John W. Alexander | New York, N.Y. |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|---|---------------------------|-------------------------------|
| Concordia College | Victor C. Boe | Moorhead, Minn. |
| Concordia Teachers College | Carl Halter | River Forest, Ill. |
| Cooper Union for the Advancement of Science & Art | Richard S. Ball | Cooper Square, New York, N.Y. |
| Cornell College | Stuart J.E. Good | Mt. Vernon, Iowa |
| Cornell University | John Summerskill | Ithaca, New York |
| Creighton University | John J. Halloran, S.J. | Omaha, Nebraska |
| Culver-Stockton Coll. | H. Dale Almond | Canton, Missouri |
| Dartmouth College | Thaddeus Seymour | Hanover, N.Hamp. |
| Dayton, Univ. of | George B. Barrett, S.M. | Dayton, Ohio |
| Defiance College, The | William Reynolds | Defiance, Ohio |
| Delaware, Univ. of | John E. Hocutt | Newark, Delaware |
| Denison University | Mark W. Smith | Granville, Ohio |
| Denver, Univ. of | Dirk Brown | Denver, Colorado |
| DePaul University | T. J. Wangler, C.M. | Chicago, Illinois |
| DePauw University | Lawrence A. Riggs | Greencastle, Ind. |
| Detroit Institute of Technology | James S. Young | Detroit, Michigan |
| Detroit, Univ. of | Thomas A. Emmet | Detroit, Michigan |
| Dickinson College | N. Ronald Pease | Carlisle, Pa. |
| Doane College | Robert Patterson | Crete, Nebraska |
| Dominican College | R. J. Feucht | Racine, Wisconsin |
| Drake University | Paul A. Bloland | Des Moines, Iowa |
| Drexel Institute of Technology | William E. Toombs | Philadelphia, Pa. |
| Drury College | Randall W. Meyer, Jr. | Springfield, Mo. |
| Duke University | Robert B. Cox | Durham, N.C. |
| Duquesne University | J.F. McNamara, C.S.Sp. | Pittsburgh, Pa. |
| Earlham College | Eric G. Curtis | Richmond, Ind. |
| East Texas State Teachers College | Harold D. Murphy | Commerce, Texas |
| Eastern Illinois Univ. | Rudolph D. Anfinson | Charleston, Ill. |
| Eastern Michigan Coll. | Ralph F. Gilden | Ypsilanti, Mich. |
| Eastern Montana College of Education | William D. Williams | Billings, Mont. |
| Eastern New Mexico U. | Gary R. Anderson | Portales, New Mex. |
| Eastern Washington State College | Daryl Hagie | Cheney, Wash. |
| Elmhurst College | William F. Denman | Elmhurst, Ill. |
| Emory & Henry College | J. Gordon Brown | Emory, Virginia |
| Emory University | David W. Robinson | Emory University, Georgia |
| Evansville College | Robt. V. Thompson | Evansville, Ind. |
| Fairfield Univ. | Joseph E. McCormick, S.J. | Fairfield, Conn. |
| Fairleigh Dickinson University | Clair W. Black | Rutherford, N.J. |
| Ferris State College | Donald F. Rankin | Big Rapids, Mich. |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--|-----------------------|-------------------|
| Fisk University | Reginald H. Hughes | Nashville, Tenn. |
| Florida Agricultural & Mechanical Univ. | Warren Shirley | Tallahassee, Fla. |
| Florida Southern Coll. | Philip R. Campbell | Lakeland, Florida |
| Florida State Univ. | R. R. Oglesby | Tallahassee, Fla. |
| Florida, Univ. of | Lester Hale | Gainesville, Fla. |
| Fordham University | Gerard Fagen, S.J. | New York, N.Y. |
| Fort Hays Kansas State College | Bill Jellison | Bays, Kansas |
| Franklin and Marshall College | Hadley S. DePuy | Lancaster, Pa. |
| Fresno State College | Donald Albright | Fresno, Calif. |
| Gannon College | Louis Puscas | Erie, Pa. |
| General Motors Inst. | Robert S. Yoke | Flint, Michigan |
| Georgetown University | John F. Devine, S.J. | Washington, D.C. |
| George Washington Univ. | Paul V. Bissell | Washington, D.C. |
| Georgia Institute of Technology | George C. Griffin | Atlanta, Georgia |
| Georgia State College of Bus. Administration | Kenneth England | Atlanta, Georgia |
| Georgia, Univ. of | Daniel J. Sorrells | Athens, Georgia |
| Gettysburg College | John W. Shainline | Gettysburg, Pa. |
| Gonzaga University | Wm. Bichsel, S.J. | Spokane, Wash. |
| Grinnell College | Stephen Wood | Grinnell, Iowa |
| Grove City College | Frederick Kring | Grove City, Pa. |
| Hamilton College | Sidney Wertimer, Jr. | Clinton, New York |
| Hanover College | Glen L. Bonsett | Hanover, Indiana |
| Harvard University | John U. Munro | Cambridge, Mass. |
| Hawaii, Univ. of | Harold Bitner | Honolulu, Hawaii |
| Heidelberg College | | Tiffin, Ohio |
| Henderson State Teachers College | Mrs. Lloyd P. Smith | Arkadelphia, Ark. |
| Hillsdale College | Robert Hendee | Hillsdale, Mich. |
| Hiram College | Charles Thompson | Hiram, Ohio |
| Hofstra University | Randall W. Hoffman | Hempstead, N.Y. |
| Hope College | James Harvey | Holland, Michigan |
| Houston, Univ. of | Alan W. Johnson | Houston, Texas |
| Howard University | A. J. Blackburn | Washington, D.C. |
| Humboldt State College | Don W. Karshner | Arcata, Calif. |
| Hunter College | Glen T. Nygreen | The Bronx, N.Y. |
| Idaho State University | Mel F. Schubert | Pocatello, Idaho |
| Idaho, University of | Chas. O. Decker | Moscow, Idaho |
| Illinois Institute of Technology | Thomas E. Hogan | Chicago, Illinois |
| Illinois State University at Normal | R. E. Hulet | Normal, Illinois |
| Illinois; Univ. of Professional | Maurice Galbraith | Chicago, Illinois |
| Illinois, Univ. of | Warren O. Brown | Chicago, Illinois |
| Illinois, Univ. of | Fred H. Turner | Urbana, Illinois |
| | Carl W. Knox | |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--|----------------------------|-----------------------------------|
| Illinois Wesleyan Univ. | Donald B. Ruthenberg | Bloomington, Ill. |
| Indiana State College | John W. Truitt | Terre Haute, Ind. |
| Indiana State College | S. Trevor Hadley | Indiana, Pa. |
| Indiana University | Robert H. Shaffer | Bloomington, Ind. |
| Interamerican Univ. of Puerto Rico | Luis Sambolin | Mayaguez, Puerto Rico |
| Iowa State University | Millard R. Kratochvil | Ames, Iowa |
| Iowa, State Univ. of | Marion L. Huit | Iowa City, Iowa |
| Iowa Wesleyan College | Charles Leeds | Mt. Pleasant, Iowa |
| Kansas City, Univ. | Wheadon Bloch | Kansas City, Mo. |
| Kansas State College | Chester E. Peters | Manhattan, Kansas |
| Kansas State College of Pittsburg | Ralph Wright | Pittsburg, Kansas |
| Kansas State Teachers College | R. W. Wygle | Emporia, Kansas |
| Kansas, University of | Laurence C. Woodruff | Lawrence, Kansas |
| Kansas Wesleyan Univ. | John F. Courter | Salina, Kansas |
| Kent State University | Eric Rakham | Kent, Ohio |
| Kentucky, Univ. of | Leslie L. Martin | Lexington, Ky. |
| Kenyon College | Thomas J. Edwards | Gambier, Ohio |
| Knox College | Wilbur F. Pillsbury | Galesburg, Ill. |
| Lafayette College | | Easton, Pa. |
| Lake Forest College | Howard Hoogesteger | Lake Forest, Ill. |
| Lamar State College of Technology | D. L. Bost | Beaumont, Texas |
| Lawrence College | Ken Venderbush | Appleton, Wis. |
| Lehigh University | J.D. Leith | Bethlehem, Pa. |
| LeMoyne College | Thomas Kent | LeMoyne Heights Syracuse, N.Y. |
| Lenoir Rhyne College | Robt. L. Duncan | Hickory, N. C. |
| Lewis & Clark College | Hester Turner | Portland, Oregon |
| Long Beach State Coll. | Karl A. Russell, Jr. | Long Beach, Calif. |
| Long Island Univ., C.W. Post College of | Fred S. DeMarr | Greenvale, New Y. |
| Loras College | Eugene C. Kutsch | DuBuque, Iowa |
| Louisiana Polytechnic Institute | S. X. Lewis | Ruston, Louisiana |
| Louisiana State Univ. | Arden O. French | Baton Rouge, La. |
| Louisville, Univ. of | Dave Lawrence | Louisville, Ky. |
| Loyola College | Frank C. Bourbon, S.J. | Baltimore, Md. |
| Loyola Univ. of Chicago | H. McCloskey | Chicago, Ill. |
| Loyola University of Los Angeles | Richard W. Rolfs | Los Angeles, Calif. |
| Loyola University of New Orleans | William J. Junkin, S.J. | New Orleans, La. |
| Lycoming College | Jack C. Buckle | Williamsport, Pa. |
| MacMurray College | David E. Long | Jacksonville, Ill. |
| Maine, Univ. of | John E. Stewart | Orono, Maine |
| Malone College | Keith A. Bell | Canton, Ohio |
| Manhattan College | George T. Eastment | New York, N.Y. |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--|-----------------------------|---------------------------------|
| Mankato State College | Norbert K. Baumgart | Mankato, Minn. |
| Maritime College | Arthur J. Spring | Ft. Schuyler, New York, N.Y. |
| Marquette University | John Naus, S.J. | Milwaukee, Wis. |
| Marshall University | Stanley Shaw | Huntington, W.Va. |
| Maryland, Univ. of | B. James Borreson | College Park, Md. |
| Massachusetts Institute of Technology | Kenneth R. Wadliegh | Cambridge, Mass. |
| Massachusetts, Univ. of | William F. Field | Amherst, Mass. |
| McNeese State College | Ellis Guillory | Lake Charles, La. |
| Medical College of Virginia | Franklin Bacon | Richmond, Va. |
| Mercer University | Helen Glenn | Macon, Georgia |
| Miami University | Robert Etheridge | Oxford, Ohio |
| Miami, Univ. of | Noble Hendrix Ben David | Coral Gables, Florida |
| Michigan College of Min- ing & Technology | Harold Meese | Houghton, Mich. |
| Michigan State Univ. | Jack Fuzak | E. Lansing, Mich. |
| Michigan, Univ. of | James A. Lewis W. B. Rea | Ann Arbor, Mich. |
| Middlebury College | Ronald D. Pontier | Middlebury, Vt. |
| Midwestern Univ. | James Stewart | Wichita Falls, Tex. |
| Millikin University | Byron L. Kerns | Decatur, Ill. |
| Minnesota, Univ. of | E. G. Williamson | Minneapolis, Minn. |
| Minnesota, Univ. of (Duluth Branch) | C. W. Wood | Duluth, Minn. |
| Mississippi College | Charles W. Scott | Clinton, Miss. |
| Mississippi, Univ. of | L. L. Love | University, Miss. |
| Mississippi, Univ. of Southern | J. R. Switzer | Hattiesburg, Miss. |
| Missouri, Univ. of | Jack Matthews | Columbia, Missouri |
| Monmouth College | Elwood H. Ball | Monmouth, Illinois |
| Monmouth College | Robert A. Hogg | W. Long Beach, N.J. |
| Montana State College | Val Glynn | Bozeman, Montana |
| Montana State Univ. | Andrew Cogswell | Missoula, Mont. |
| Montclair State Teachers College | Lawton W. Blanton | Montclair, N.J. |
| Moravian College | James J. Heller | Bethlehem, Pa. |
| Morris Harvey College | Frank J. Krebs | Charleston, W.Va. |
| Muhlenberg College | Claude Dierolf | Allentown, Pa. |
| Muskingum College | John Leathers | New Concord, Ohio |
| Nasson College | Robert D. Witherill | Springvale, Maine |
| Nebraska, Univ. of | G. Robert Ross | Lincoln, Nebraska |
| Nebraska Wesleyan Univ. | Delbert J. Sampson | Lincoln, Nebraska |
| Nevada, Univ. of | Sam Basta | Reno, Nevada |
| Newark College of Engineering | S. J. House | Newark, N.J. |
| New Hampshire, Univ. of | C. Robert Keesey | Durham, N.Hamp. |
| New Mexico Highlands University | Ray A. Farmer | Las Vegas, N.Mex. |
| New Mexico State Univ. | Philip S. Ambrose | Univ. Park, N.Mex. |
| New Mexico, Univ. of | Howard V. Mathany | Albuquerque, N.Mex. |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--------------------------------------|------------------------------|-------------------------|
| New York University | Philip Price | New York, N.Y. |
| North Carolina State College | James J. Stewart, Jr. | Raleigh, N. C. |
| North Carolina, Univ. of | C. O. Cathey | Chapel Hill, N.C. |
| North Dakota State U. | Daniel R. Leasure | Fargo, N.D. |
| North Dakota, Univ. of | Ronald Jackson | Grand Forks, N.D. |
| Northeast Louisiana State College | Fred J. Vogel | Monroe, Louisiana |
| Northeastern Univ. | Gilbert MacDonald | Boston, Mass. |
| Northern Illinois U. | Ernest E. Hanson | DeKalb, Illinois |
| Northern Michigan U. | Allan L. Niemi | Marquette, Mich. |
| Northern Montana Coll. | | Havre, Montana |
| Northwestern State College | Richard B. Caple | Alva, Oklahoma |
| Northwestern Univ. | James C. McLeod | Evanston, Ill. |
| Northwest Missouri State College | C. E. Koerble | Maryville, Mo. |
| Northwestern State College | Dudley G. Fulton | Natchitoches, La. |
| Notre Dame, Univ. of | Charles McCarragher, C.S.C. | Notre Dame, Ind. |
| Oberlin College | W. Dean Holdeman | Oberlin, Ohio |
| Occidental College | Robert S. Ryf | Los Angeles, Cal. |
| Ohio State Univ. | John T. Bonner, Jr. | Columbus, Ohio |
| Ohio University | Mylin H. Ross | Athens, Ohio |
| Ohio Wesleyan Univ. | William Butler | Delaware, Ohio |
| Oklahoma Baptist Univ. | Ron Stead | Shawnee, Okla. |
| Oklahoma City Univ. | Donald G. Osborn | Oklahoma City, Oklahoma |
| Oklahoma State Univ. | Robert Jones | Stillwater, Okla. |
| Oklahoma, Univ. of | F. E. McFarland | Norman, Oklahoma |
| Omaha, Univ. of | Clifford J. Craven | Omaha, Nebraska |
| Oregon State College | Don J. Pflasterer | Corvallis, Oregon |
| Oregon, Univ. of | Robert Chick | |
| Ottawa, Univ. of | Dan Poling | |
| | Donald M. DuShane | Eugene, Oregon |
| | Rev. Father Leonard Ducharme | Ottawa, Canada |
| Pace College | | |
| Pacific, Univ. of the | George F. Knerr | New York, N.Y. |
| Pacific, Univ. of | Edward S. Betz | Stockton, Calif. |
| Pembroke State College | Charles Trombley | Forest Grove, Ore. |
| Pennsylvania State U. | James B. Ebert | Pembroke, N. C. |
| Pennsylvania, Univ. of | Frank Simes | University Park, Pa. |
| Pittsburgh, Univ. of | Robert F. Longley | Philadelphia, Pa. |
| Polytechnic Institute of Brooklyn | William B. Crafts | Pittsburgh, Pa. |
| Polytechnic Institute of Puerto Rico | Henry Q. Middendorf | Brooklyn, New York |
| Pomona College | Boyd B. Palmer | San German, Puerto Rico |
| Portland State College | Shelton L. Beatty | Claremont, Calif. |
| | Channing Briggs | Portland, Oregon |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|---|--------------------------------|------------------------------|
| Pratt Institute | Louis Robineau | Brooklyn, N.Y. |
| Princeton University | William Lippincott | Princeton, N.J. |
| Principia, The | Allen C. Brooks | Elsah, Illinois |
| Purdue University | O. D. Roberts | Lafayette, Inc. |
| Queens College | James R. Krenzer | Flushing, N.Y. |
| Quincy College | Rev. Mel Doyle, O.F.M. | Quincy, Illinois |
| Redlands, Univ. of | Robert C. Goodridge | Redlands, Calif. |
| Regis College | Rev. Thomas F. Finucane | Denver, Colo. |
| Rensselaer Polytechnic Institute | Ira Harod | Troy, New York |
| Rhode Island, Univ. of | Edw. C. McGuire | Kingston, R.I. |
| Rice University | Sanford W. Higginbotham | Houston, Texas |
| Richmond Professional Institute (College of William and Mary) | Richard E. MacDougall | Richmond, Virginia |
| Richmond, Univ. of | C. J. Gray | Richmond, Va. |
| Rider College | Gilbert M. Banker | Trenton, N. J. |
| Ripon College | David L. Harris | Ripon, Wisconsin |
| Roanoke College | Donald M. Sutton | Salem, Virginia |
| Rochester Institute of Technology | Melvyn Rinfret | Rochester, N.Y. |
| Rochester, Univ. of | Joseph Cole | Rochester, N.Y. |
| Rockford College, The | Stanley J. Gross | Rockford, Ill. |
| Rollins College | D. W. Vermilye | Winter Park, Fla. |
| Roosevelt University | Arthur E. Hoover | Chicago, Ill. |
| Rutgers University | Earle W. Clifford | New Brunswick, N.J. |
| Sacramento State College | Donald Bailey | Sacramento, Calif. |
| St. Cloud State Coll. | Dale Patton | St. Cloud, Minn. |
| St. Joseph's College | Joseph M. Geib, S.J. | Philadelphia, Pa. |
| St. Lawrence Univ. | Herman L. Kirkpatrick | Canton, New York |
| St. Louis University | M. B. Martin, S.J. | St. Louis, Mo. |
| St. Mary's College | Bro. J. Francis, FSC | Winona, Minn. |
| St. Mary's Univ. | Bro. Henry Ringkamp, S.M. | San Antonio, Texas |
| St. Olaf College | Mark Alml1 | Northfield, Minn. |
| St. Peter's College | Victor R. Yanitelli, S.J. | Jersey City, J.J. |
| St. Procopius College | Valentine Skluzacek, O.S.B. | Lisle, Ill. |
| San Diego State Coll. | Herbert C. Peiffer, Jr. | San Diego, Calif. |
| San Fernando Valley State College | John T. Palmer | Northridge, Calif. |
| San Francisco State College | Ferd Reddell | San Francisco, California |
| San Francisco, Univ. of | John Lo Schiavo, S.J. | San Francisco, California |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--|-------------------------|------------------------------|
| San Jose State Coll. | Stanley Venz | San Jose, Calif. |
| Santa Clara, Univ. of | Jerald McGrath | Santa Clara, Calif. |
| Scranton, Univ. of | Henry Butler, S.J. | Scranton, Pa. |
| Seattle Univ. | Robt. J. Rebhahn, S.J. | Seattle, Washington |
| Shepherd College | Ormsby L. Harry | Shepherdstown, West Virginia |
| Shimer College | Esther Weinstein | Mt. Carroll, Ill. |
| Shippensburg State Coll. | John Hubley | Shippensburg, Pa. |
| Simpson College | Joseph W. Walt | Indianola, Iowa |
| Sir Geo. Williams Univ. | Magnus Flynn | Montreal, Canada |
| Slippery Rock State College | Herbert G. McGibbeny | Slippery Rock, Pa. |
| South Carolina, Univ. of | Charles H. Witten | Columbia, S.C. |
| South Dakota, State University of | Howard Connors | Vermillion, So. Dakota |
| Southeast Missouri State College | David A. Strand | Cape Girardeau, Missouri |
| Southeastern Louisiana College | L. E. Chandler | Hammond, Louisiana |
| Southern California, University of | William H. McGrath | Los Angeles, Calif. |
| Southern Connecticut State College | Roger Richards | New Haven, Conn. |
| Southern Illinois U. | I. Clark Davis | Carbondale, Ill. |
| Southern Illinois U. | Howard Davis | Edwardsville, Ill. |
| Southern Methodist U. | Mayne Longnecker | Dallas, Texas |
| Southwestern College | Robert Haywood | Winfield, Kansas |
| Southwestern Louisiana, University of | E. Glynn Abel | Lafayette, La. |
| Springfield College | R. William Cheney | Springfield, Mass. |
| Spring Hill College | Hilton Rivet, S.J. | Spring Hill, Ala. |
| Stanford University | H. Donald Winbigler | Stanford, Calif. |
| State Teachers Coll. | Samuel M. Long | Mansfield, Pa. |
| State Univ. College | F. Thomas Sheeder | Fredonia, N.Y. |
| State Univ. of New York L.I. Center | David C. Tilly | Oyster Bay, N.Y. |
| State Univ. of N.Y. State University | Richard A. Siggelkow | Buffalo, New York |
| Teachers College State University | Charles LaMorte | Buffalo, New York |
| Teachers College State University | Stanley Metzger | Cortland, New York |
| Teachers College State Univ. of New York | Gerald Saddlemire | Geneseo, New York |
| Teachers College Stetson, John B. Univ. | Robert W. Rock | Oswego, New York |
| Steubenville, Coll. of | George W. Hood | DeLand, Florida |
| | Dennis Sullivan, T.O.R. | Steubenville, Ohio |
| Stevens Institute of Technology | Charles Weelhausen | Hoboken, N.J. |
| Susquehanna Univ. | Tam Polson | Selinsgrove, Pa. |
| Syracuse University | John S. Hafer | Syracuse, N.Y. |

APPENDIX F

SUMMARY OF PREVIOUS MEETINGS

| Meet- ing | Year | Pres- ent | Place | President | Secretary |
|--------------|------|--------------|----------------------------------|-----------------|----------------|
| 1 | 1919 | 6 | Madison, Wisconsin | S.H. Goodnight | L.A. Strauss |
| 2 | 1920 | 9 | Urbana, Illinois | T.A. Clark | S.H. Goodnight |
| 3 | 1921 | 16 | Iowa City, Iowa | T.A. Clark | S.H. Goodnight |
| 4 | 1922 | 20 | Lexington, Ky. | E.E. Nicholson | S.H. Goodnight |
| 5 | 1923 | 17 | Lafayette, Ind. | Stanley Coulter | E.E. Nicholson |
| 6 | 1924 | 29 | Ann Arbor, Mich. | J.A. Bursley | E.E. Nicholson |
| 7 | 1925 | 31 | Chapel Hill, N.C. | Robert Rienow | F.F. Bradshaw |
| 8 | 1926 | 46 | Minneapolis, Minn. | C.R. Melcher | F.F. Bradshaw |
| 9 | 1927 | 43 | Atlanta, Georgia | Floyd Field | F.F. Bradshaw |
| 10 | 1928 | 50 | Boulder, Colorado | S.H. Goodnight | F.M. Dawson |
| 11 | 1929 | 75 | Washington, D.C. | C.B. Culver | V.I. Moore |
| 12 | 1930 | 64 | Fayetteville, Ark. | J.W. Armstrong | V.I. Moore |
| 13 | 1931 | 83 | Knoxville, Tenn. | W.J. Sanders | V.I. Moore |
| 14 | 1932 | 40 | Los Angeles, Cal. | V.I. Moore | D.H. Gardner |
| 15 | 1933 | 55 | Columbus, Ohio | C.E. Edmondson | D.H. Gardner |
| 16 | 1934 | 61 | Evanston, Ill. | H.E. Lobdell | D.H. Gardner |
| 17 | 1935 | 56 | Baton Rouge, La. | B.A. Tolbert | D.H. Gardner |
| 18 | 1936 | 92 | Philadelphia, Pa. | W.E. Alderman | D.H. Gardner |
| 19 | 1937 | 80 | Austin, Texas | D.S. Lancaster | D.H. Gardner |
| 20 | 1938 | 164 | Madison, Wisconsin | D.H. Gardner | F.H. Turner |
| 21 | 1939 | 87 | Roanoke, Virginia | D.H. Gardner | F.H. Turner |
| 22 | 1940 | 58 | Albuquerque, N.Mex. | F.J. Findlay | F.H. Turner |
| 23 | 1941 | 100 | Cincinnati, Ohio | J.J. Thompson | F.H. Turner |
| 24 | 1942 | 114 | Urbana, Illinois | L.S. Corbett | F.H. Turner |
| 25 | 1943 | 101 | Columbus, Ohio | J.A. Park | F.H. Turner |
| 26 | 1944 | 96 | Chicago, Illinois | J.H. Julian | F.H. Turner |
| 27 | 1945 | Due to | Office of Defense Transportation | No Meeting held | |
| 28 | 1946 | 142 | Lafayette, Indiana | Earl J. Miller | F.H. Turner |
| 29 | 1947 | 170 | Ann Arbor, Mich. | Arno Nowotny | F.H. Turner |
| 30 | 1948 | 173 | Dallas, Texas | E.L. Cloyd | F.H. Turner |
| 31 | 1949 | 217 | Highland Park, Ill. | J.H. Newman | F.H. Turner |
| 32 | 1950 | 210 | Williamsburg, Va. | L.K. Neidlinger | F.H. Turner |
| 33 | 1951 | 222 | St. Louis, Mo. | W.P. Lloyd | F.H. Turner |
| 34 | 1952 | 180 | Colo. Springs, Colo. | A. Blair Knapp | F.H. Turner |
| 35 | 1953 | 245 | East Lansing, Mich. | V.F. Spathelf | F.H. Turner |
| 36 | 1954 | 231 | Roanoke, Virginia | R.M. Strozier | F.H. Turner |
| 37 | 1955 | 230 | Lafayette, Ind. | J.H. Stibbs | F.H. Turner |
| 38 | 1956 | 201 | Berkeley, Cal. | J.E. Hocutt | F.H. Turner |
| 39 | 1957 | 231 | Durham, N. Carolina | F.C. Baldwin | F.H. Turner |
| 40 | 1958 | 306 | French Lick, Ind. | D.M. DuShane | F.H. Turner |
| 41 | 1959 | 303 | Boston, Mass. | F.H. Turner | C.W. Knox |
| 42 | 1960 | 367 | Columbus, Ohio | H.D. Winbigler | C.W. Knox |
| 43 | 1961 | 303 | Colo. Springs, Colo. | W.S. Guthrie | C.W. Knox |
| 44 | 1962 | 408 | Philadelphia, Pa. | F.H. Weaver | C.W. Knox |
| 45 | 1963 | 383 | Evanston, Ill. | J.C. Clevenger | C.W. Knox |
| 46 | 1964 | 510 | Detroit, Mich. | J.C. McLeod | C.W. Knox |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--|---------------------------|------------------------------|
| Wesleyan Univ. | Mark Barlow | Middletown, Conn. |
| Western Illinois Univ. | Gary Schwartz | Macomb, Ill. |
| Western Maryland Coll. | James E. Robinson | Westminster, Md. |
| Western Michigan Univ. | Paul L. Griffeth | Kalamazoo, Mich. |
| | J. Towner Smith | |
| Western Reserve Univ. | Russell A. Griffin | Cleveland, Ohio |
| Western Washington State College | M. S. Kuder | Bellingham, Wash. |
| Westminster College | John E. Marshall | Fulton, Missouri |
| Westminster College | Wm. H. Hassler | New Wilmington, Pa. |
| West Virginia Institute of Technology | Neil Baisi | Montgomery, W.Va. |
| West Virginia Univ. | Joseph C. Gluck | Morgantown, W.Va. |
| West Virginia Wesleyan College | Richard A. Cunningham | Buckhannon, West Virginia |
| Wheaton College | Dick Gross | Wheaton, Illinois |
| Wheeling College | Wm. K. McGroarty, S.J. | Wheeling, W. Va. |
| Wichita, Univ. of | Josephine Fugate | Wichita, Kansas |
| William and Mary, College of | Carson Barnes, Jr. | Williamsburg, Va. |
| Willamette Univ. | Walter S. Blake, Jr. | Salem, Oregon |
| Wilmington College | Ross Ekstrom | Wilmington, Ohio |
| Windsor, Univ. of | Herbert Wilshire | Windsor, Ontario, Canada |
| Wisconsin State Coll. | James H. Albertson | Stevens Point, Wisconsin |
| Wisconsin, Univ. of | Theodore W. Zillman | Madison, Wis. |
| Wisconsin, Univ. of | Robt. E. Norris | Milwaukee, Wis. |
| Wittenberg University | Robert Long | Springfield, Ohio |
| Wooster, College of | Ralph A. Young | Wooster, Ohio |
| Wyoming, Univ. of | R. E. Kinder | Laramie, Wyoming |
| Xavier University | P.H. Ratterman, S.J. | Cincinnati, Ohio |

| <u>Institution</u> | <u>Representative</u> | <u>Location</u> |
|--------------------------------------|-----------------------|---------------------------|
| Tarkio College | Paul M. Musser | Tarkio, Missouri |
| Taylor University | Henry Nelson | Upland, Indiana |
| Temple University | Carl M. Grip | Philadelphia, Pa. |
| Tennessee, Univ. of | Charles L. Lewis | Knoxville, Tenn. |
| Tennessee Wesleyan College | Floyd Bowling | Athens, Tenn. |
| Texas A & M Univ. | James Hannigan | College Station, Texas |
| Texas Christian Univ. | Laurence C. Smith | Ft.Worth, Texas |
| Texas College of Arts and Industries | J. E. Turner | Kingsville, Texas |
| Texas Technological College | James G. Allen | Lubbock, Texas |
| Texas, University of | Arno Nowotny | Austin, Texas |
| Toledo, University of | Donald S. Parks | Toledo, Ohio |
| Trenton State College | Charles W. McCracken | Trenton, N.J. |
| Trinity College | O. W. Lacy | Hartford, Conn. |
| Trinity University | John R. Webb | San Antonio, Tex. |
| Troy State College | Lewis Godlove | Troy, Alabama |
| Tufts University | Clifton W. Emery | Medford, Mass. |
| Tulane University | John H. Stibbs | New Orleans, La. |
| Tulsa, University of | Harry Carter | Tulsa, Oklahoma |
| Union College | Robert L. Britain | Lincoln, Nebr. |
| Union College | Edward Pollock | Schenectady, N.Y. |
| Universite Laval | Jean-Charles Bouffard | Quebec, Canada |
| Upsala College | Raymond O. Eddy | East Orange, N.J. |
| Utah State University | J. Elliot Cameron | Logan, Utah |
| Utah, University of | Neal A. Maxwell | Salt Lake City, Utah |
| Valparaiso University | Luther Koepke | Valparaiso, Ind. |
| Vanderbilt University | Sidney F. Boutwell | Nashville, Tenn. |
| Vermont, Univ. of | Roland D. Patzer | Burlington, Vt. |
| Virginia Polytechnic Institute | James W. Dean | Blacksburg, Va. |
| Virginia, Univ. of | B. F. D. Runk | Charlottesville, Virginia |
| Wabash College | Norman C. Moore | Crawfordsville, Indiana |
| Wagner College | John Hruby | Staten Island, New York |
| Washburn University of Topeka | Alfred T. Matthews | Topeka, Kansas |
| Washington & Lee Univ. | Edward C. Atwood, Jr. | Lexington, Va. |
| Washington College | Warren Brewer, Jr. | Chestertown, Md. |
| Washington State Univ. | J. C. Clevenger | Pullman, Wash. |
| Washington University | Arno Haack | St. Louis, Mo. |
| Washington, Univ. of | Donald K. Anderson | Seattle, Wash. |
| Waterloo, Univ. of | C. C. Brodeur | Waterloo, Ontario, Canada |
| Wayland Baptist Coll. | Maurice J. Sharp | Plainview, Texas |
| Wayne State Univ. | Harold Stewart | Detroit, Mich. |